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ABSTRACT

For the Vocational Special Needs Coordinator (VSNC), educational administrator, and special education teacher, this manual suggests procedures and materials useful in enabling educable and trainable mentally handicapped (EMH and TMH) students to gain and retain employment. Designed primarily for the VSNC who heads the team effort required in planning and implementing programs, the manual is organized into sections, each with sequences of tasks--major, minor, and subtasks--grouped around a major purpose. Section 1 gives sequences and ways to determine student skills, abilities, and interests; 2 outlines how to develop an individual vocational education plan for each student; 3 suggests ways to enroll EMH students in regular cluster programs that fit them for cooperative work experience; 4 offers alternative approaches to "mainstreaming"; 5 provides cooperative work suggestions to help polish and supplement skills; 6 can be used to guide a program of special vocational education for TMH students; 7 covers job placement and referral, while 8 deals with ways in which information can be collected to aid in documenting and evaluating program success. Forty pages of appendixes contain tests, skill evaluation forms, and other suggested forms. (CP)

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VOCATIONAL EDUCATION FOR MENTALLY HANDICAPPED STUDENTS

A Procedural Manual

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INTRODUCTION

In a recent position statement released by the U. S. Office of Education, the Commissioner of Education indicated the need for enabling handicapped persons to become employable and employed (Boyer, 1978). He proposed that comprehensive vocational education should be made available and accessible to every handicapped individual.

A majority of handicapped, school-aged persons are mentally retarded. Through a sound vocational education program, most mentally retarded students can acquire the necessary knowledge, both technical and social skills, and beliefs necessary to become employable and employed in gainful and, in a few cases, useful occupations.

Purpose

The purpose of this manual is to suggest procedures and materials that dedicated teachers and administrators can use to enable educable and trainable mentally retarded students to become employable and employed. The methodology focuses on students who are approximately 16 to 21 years of age. The educable mentally retarded students are expected to have previously participated in a comprehensive career exploration program. Although the process described herein is intended for mentally handicapped learners, the suggested procedures with a few modifications may also be appropriate for implementing vocational education for persons with other handicapping conditions.

A Team Effort is Required

The delivery of services to mentally handicapped students requires the involvement of vocational teachers, special education teachers,

regular classroom teachers, counselors, and vocational administrators and supervisors. Each group has unique competencies and perspectives for enabling mentally retarded students to become employable and employed, and only rarely will one educational profession have all the necessary knowledge and skills. Therefore, mutual cooperation and appreciation of each other's role and potential contributions are imperative.

Rapport should be carefully built. As an example, the vocational cluster instructor should not be made to feel that services are being demanded of him/her only due to the law but rather that whatever they can do for the handicapped individuals would be appreciated and are needed. A feeling of togetherness should be generated as each team member is made to feel appreciated for his/her willingness to serve the handicapped student.

To establish an amicable and productive relationship among the team members, a feeling of trust and respect should be encouraged. The team members should become aware of each member's expertise and how it contributes to the total vocational education program for mentally retarded students. This should promote a better understanding of what each team member can contribute to enabling the students to become employable.

Vocational Special Needs Coordinator

Everyone's business can become no one's business. That is, leadership is needed to assure that mentally retarded students have an opportunity to benefit from vocational education. Ideally, one person in each high school building and in the district, such as a career and vocational education director or coordinator, a vocational teacher, or a special education teacher, should be delegated the responsibility and authority to coordinate the effort. For the purposes of this manual, this individual

will be designated as the "Vocational Special Needs Coordinator."

The qualifications for the Vocational Special Needs Coordinator should be as follows:

1. Experience in teaching secondary level EMR/TMR students.
2. Occupational experiences in fields other than education.
3. Ability and willingness to communicate effectively with skilled, semi-skilled and technical workers in business and industry.
4. Experience in conducting job and task analysis.
5. Experience in prescribing individual education programs.
6. Teaching experience in regular classrooms.
7. Training in administering and interpreting occupationally-related tests, such as the Non-reading Aptitude Test Battery, Minnesota Rate of Manipulation Test, etc.

More than likely, one individual may not possess all of these qualifications immediately. However, the person should meet at least the first three qualifications listed above prior to assuming the position. Most of the other skills can be acquired after assuming the position. Tasks requiring the skills that the individual does not have could be accomplished by other educational professionals in the school and the district until the Vocational Special Needs Coordinator has acquired them.

Finally, the Vocational Special Needs Coordinator should be given the time to conduct the program effectively. The amount of time will depend on the number of mentally retarded students who are participating in vocational education. A lack of adequate time could very likely result in an ineffective program for each mentally retarded student regardless of the efforts of special education teachers, vocational education teachers, and counselors who work with the student.

Using the Manual

Figure 1 is a summary of the major tasks that should be performed by the Vocational Special Needs Coordinator, special education teachers, vocational cluster instructors, administrators, counselors, parents, employers, and the student. Suggestions are also made on who should be involved in each task. For some, the list of tasks will be sufficient. For others, additional information on performing each task is given in Sections I through VIII. The number assigned to each major task in Figure 1 designates the location of additional information in the sections. As an example, additional information on task II.2.0 will be found in Section II, step 2.0.

Within each Section, steps are designated by "zero" numbers, e.g., 1.0, 2.0, etc. Steps should be used in the order that they are presented. Substeps are designated by "decimal" numbers, e.g., 1.1, 1.1.1, 1.1.1a. Substeps often provide information to clarify a step and do not always need to be used in the order that they are given.

More than likely, only the Vocational Special Needs Coordinator should be familiar with this entire manual. Vocational teachers and special education teachers may only need to refer to those parts of the manual that are critical to their role in enabling mentally retarded students to become employable and employed. This can be done when they need to perform the suggested task.

The procedure and materials suggested herein have been generalized from those developed and used by a school district in Oregon during the past three years. As with any document of this type, however, the suggested procedures and materials should be adapted so that they are compatible with local conditions, policies, and practices. The suggested procedures and materials should only be considered as guidelines. Other school districts

Figure 1
SUMMARY OF TASKS

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
I. Conducting vocational assessments of mentally handicapped student		17
I.1.0 Acquire parental/guardian consent	vocational special needs coordinator	19
I.2.0 Determine numerical skills	vocational special needs coordinator or special education teacher	20
I.3.0 Determine communication skills	vocational special needs coordinator or special education teacher	20
I.4.0 Determine psychomotor/physical skills	special education teacher and vocational special needs coordinator	21
I.5.0 Determine social skills	special education teacher, parents/guardians, student and vocational special needs coordinator	21
I.6.0 Determine occupational interests and aptitudes	vocational special needs coordinator	22
I.7.0 Develop a Student Vocational Profile	vocational special needs coordinator and special education teacher	23
I.8.0 Go to Section II		25

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
II. Developing an individual vocational education plan for each handicapped student		26
II.1.0 Review the information contained in the Student Vocational Profile for the student	vocational special needs coordinator and special education teacher	27
II.2.0 Identify vocational cluster program(s) or in-school work stations that could be appropriate for the student	vocational special needs coordinator and special education teacher	28
II.3.0 Discuss the possibility of enrolling the student in the tentatively selected vocational cluster, if appropriate	vocational special needs coordinator	28
II.4.0 Prepare a draft of the individual vocational education plan (IVEP)	vocational special needs coordinator	29
II.5.0 Select appropriate approach for developing basic occupational skills	vocational special needs coordinator, special education teacher and vocational teacher	32
II.6.0 Conduct staffing meeting to acquire concurrence of IVEP by all persons involved	vocational special needs coordinator, parents/guardians, and all other educational personnel with responsibilities designated in IVEP	33
II.7.0 Attach a copy of the IVEP to the IEP	vocational special needs coordinator	34
II.8.0 Proceed to Sections III, IV, or VI based on extent of retardation and availability of services		34

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
III. Enrolling mentally handicapped students in the regular vocational cluster program		35
III.1.0 Identify provisions of the regular vocational cluster program that can be used as they are and those that must be modified for the handicapped student	vocational special needs coordinator and vocational cluster teacher	37
III.2.0 Prepare the vocational cluster teacher, special education teacher, instructional aides, and all other educational personnel to enable the student to achieve the objectives	vocational special needs coordinator	38
III.3.0 Provide vocational instruction for students	vocational cluster instructor, vocational special needs coordinator, special education teacher	40
III.4.0 Evaluate student's performance	vocational cluster instructor	43
III.5.0 Go to Section V		43

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
IV. Alternative approach for providing basic occupational skills and work values		44
IV.1.0 Determine the entry-level job skills for potential work experience training stations	special education teacher and vocational special needs coordinator	45
IV.2.0 Secure an in-school work station based on its ability to meet the vocational needs of the student	vocational special needs coordinator	45
IV.3.0 Develop a training program	special education teacher, work station supervisor and vocational special needs coordinator	46
IV.4.0 Implement and supervise in-school work experience	special education teacher, job supervisor, aide (optional) and vocational special needs coordinator	46
IV.5.0 Evaluate student progress	on-the-job supervisor, aide (optional) and vocational special needs coordinator	47
IV.6.0 Go to Section V		47

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
V. Cooperative work experience (CWE) for mentally retarded students		48
V.1.0 Secure training station	vocational special needs coordinator	49
V.2.0 Conduct a job analysis	vocational special needs coordinator, vocational cluster teacher or special education teacher	50
V.3.0 Develop a training plan	vocational special needs coordinator	51
V.4.0 Prepare student for a job interview	vocational special needs coordinator, vocational cluster teacher or special education teacher	51
V.5.0 Develop a training agreement	vocational special needs coordinator	52
V.6.0 Supervise job placement	vocational special needs coordinator, employer/supervisor, special education teacher and cluster instructors	53
V.7.0 Evaluate student performance in the job	employer/supervisor and vocational special needs coordinator	54
V.8.0 Evaluate the effectiveness of work station	vocational special needs coordinator	55
V.9.0 Identify potential resources of community agencies		55
V.10.0 Go to Section VII		56

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
VI. Vocational education for trainable mentally handicapped students		57
Level I:		
VI.1.0 Provide manipulative skills development training	TMR teacher and vocational special needs coordinator	58
VI.2.0 Responsibilities of the vocational special needs coordinator		58
Level II: In-school work experience program		
VI.3.0 Organize and provide in-school work experiences	TMR teacher	59
VI.4.0 Prepare for cooperative work experience	vocational special needs coordinator	60
Level III: Off-campus work experience		
VI.5.0 Refer student for off-campus work experience placement	TMR teacher	61
VI.6.0 Secure a training station	vocational special needs coordinator	61
VI.7.0 Meet with prospective employer	vocational special needs coordinator	61
VI.8.0 Develop job analysis	TMR teacher or vocational special needs coordinator	62
VI.9.0 Develop a training plan	employer/supervisor or vocational special needs coordinator	62
VI.10.0 Prepare student for job interview	vocational special needs coordinator	63
VI.11.0 Development and application of the training agreement	vocational special needs coordinator	63
VI.12.0 Supervise job placement	vocational special needs coordinator	64

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
VI.13.0 Evaluate student performance	employer/supervisor, vocational special needs coordinator and vocational trainer	66
VI.14.0 Evaluate effectiveness of work station	vocational special needs coordinator	67
VI.15.0 Identify potential resources of community agencies		67
VI.16.0 Go to Section VIII		68
VII. - Job placement and referral		
VII.1.0 Inform the parents/guardians of the services of the Division of Vocational Rehabilitation (DVR) and request their permission to inform DVR of the student during the last year in school	vocational special needs coordinator	69
VII.2.0 Refer the name of the mentally retarded student to DVR	vocational special needs coordinator	70
VII.3.0 Instruct the student to go to DVR if s/he needs assistance	vocational special needs coordinator	70
VII.4.0 If the student does not have a permanent job placement prior to completing the final year of school, assist the student to acquire a permanent job	vocational special needs coordinator and vocational cluster teacher	70

Figure 1 (Cont.)

<u>Task</u>	<u>Suggested Person</u>	<u>Page</u>
VIII. Identify potential problems in a vocational education program for mentally retarded students		71
VIII.1.0 Establish liason with the advisory committee or council for vocational education for the school or district	vocational special needs coordinator	72
VIII.2.0 Collect follow-up information on mentally retarded students three months and one year after they have completed a vocational education program	vocational special needs	73
VIII.3.0 Compile and document follow-up information	vocational special needs coordinator	73
VIII.4.0 Present the information in the suggested tables to the advisory committee	vocational special needs coordinator	75

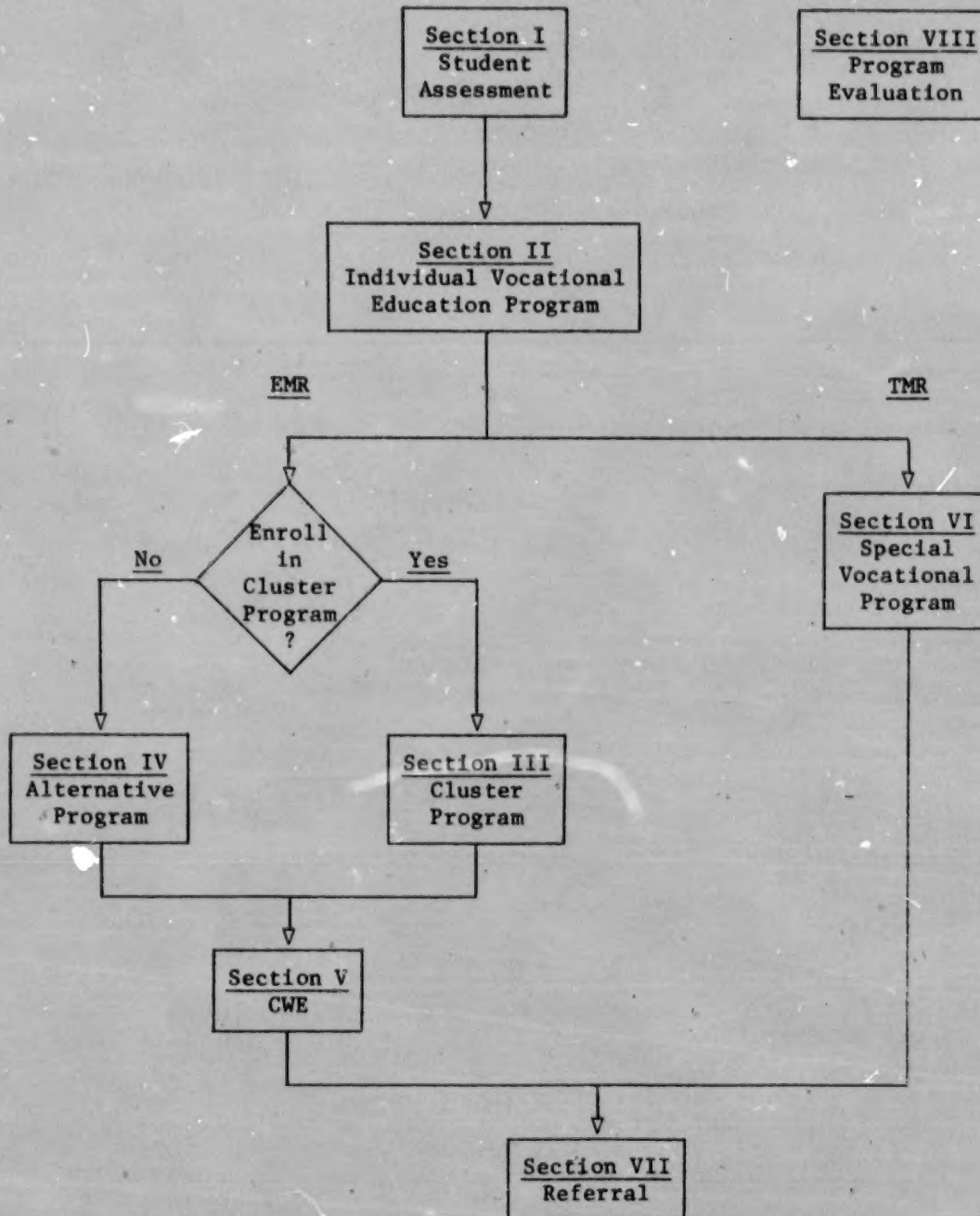
have developed and implemented procedures, many of them quite similar to those suggested herein, for vocational education of the mentally handicapped. These alternative procedures may be just as appropriate if not more so for a particular setting.

General Strategy

Procedures and materials for enabling mentally retarded students to become employable and employed are suggested in the subsequent eight sections of this manual. Figure 2 graphically describes the relationship among the eight sections. Sections I and II should be used with all students regardless of whether they are educable or trainable mentally retarded. During Section I, the students' abilities and interests are determined and documented. This information is then used in Section II when an individual program of study and experiences is developed for each student. If the student is educably mentally retarded, then s/he should enter a regular cluster program (Section III) or an alternative vocational program (Section IV). Knowledge, skills, and beliefs acquired in a regular vocational program or an alternative program are then polished and supplemented through cooperative work experience (Section V). A somewhat different process of vocational education programming is suggested for trainable mentally retarded students. After an individual vocational education program is developed for a trainable mentally retarded student (Section II), Section VI is used to guide a program of special vocational education for the student. Section VII, Job Placement, is then used for both educable and trainable mentally retarded students.

Section VIII briefly suggests ways in which information can be collected and documented. This information should be used to determine how

Figure 2
GENERAL STRATEGY



successful vocational education has been for mentally handicapped students. Systematic collection and use of evaluative information can facilitate efforts to improve the program for mentally handicapped students, if necessary.

The Next Step

Vocational education for handicapped learners is mandated by three federal laws. These laws are: (1) Rehabilitation Act of 1973 (Section 504), as amended, (2) Education of All Handicapped Children Act (Public Law 94-142), and (3) Vocational Education Amendments of 1976. Consequences for noncompliance with these laws are severe. Regardless, vocational education of mentally handicapped learners can be successful if educational professionals make it so. If teachers, counselors, and administrators want to meet the special needs of mentally retarded learners, the students will more than likely become employable and employed. Mentally retarded students will be served if they are considered to be human beings who are worthy recipients of the expertise possessed by education professionals.

Enabling mentally retarded students to become employable and employed in gainful occupations will be expensive and will require additional time. Changes in educational programming and resource allocations will need to be made in order to meet the special needs of mentally handicapped students. However, meeting the special needs of mentally handicapped students will also require educational professionals to apply all they know about learning and their subject-matter area as well as their ingenuity.

The first step has been taken as evidenced by possession of this document and reviewing it up to this point. The next step is implementing

services so that mentally handicapped students can become employable. The following units can facilitate this intent.

SECTION I

CONDUCTING VOCATIONAL ASSESSMENTS OF MENTALLY HANDICAPPED STUDENTS

PURPOSE: Identify student strengths and weaknesses

OUTCOME: Student Vocational Profile

POTENTIAL RESOURCES:

1. Student Vocational Profile (Appendix A)
2. Parental/Guardian Consent to Conduct Student Assessment (Appendix B)
3. Numerical Skills: Numerical Skills Worksheet (Appendix C)
4. Communicative Skills
 - a. Informal Reading Inventory (IRI)
 - b. Communication Skills Worksheet (Appendix D)
5. Psychomotor/Physical Skills
 - a. Non-reading Aptitude Test Battery (NATB), Sections 8-12
 - b. Minnesota Rate of Manipulation Test
 - c. Pennsylvania Bi-Manual Worksample
6. Social Skills: Interview Schedule (Appendix E)
7. Occupational Interest
 - a. Interview Schedule
 - b. NATB computerized print-out
 - c. Career Information System

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Special education teacher
3. Parents/guardians
4. School psychologist or psychometrist (optional)

OVERVIEW:

A key step in enabling handicapped students to acquire necessary employment skills, knowledge, and values is determining who they are -- their strengths, difficulties, and interests. By doing so, school personnel, parents or guardians, and students can determine what occupations are most desirable for the students to enter and how the school, parents/guardians, and the community can help the student to attain that end.

A vocational assessment should be conducted on each mentally handicapped student no later than the tenth grade. The vocational evaluation is analogous to the student assessment that is conducted as the first step in developing an individual education plan (IEP). Information collected during the student assessment should be used in the vocational student evaluation to the extent feasible. There are five areas suggested for the vocational student evaluation. They are: (1) numerical skills, (2) communication skills, (3) psychomotor/physical skills, (4) social skills, and (5) occupational interest and aptitude. You may wish to add to or delete from these areas.

The vocational special needs coordinator as described in the Introduction could assume the responsibility of conducting and/or coordinating the collection of information on student strengths, difficulties, and interests. There are three tasks in conducting a vocational evaluation of students. The first task involves the collection of information using standardized tests and locally developed measures. The second task is the collection of information through interviewing. The third task is organizing and documenting information to facilitate the development of individual programs of study described in the next section.

To the extent feasible, students should be an active participant in

decision-making on occupations for which they will prepare, because the willingness of students to learn the tasks for employment and to remain employed is highly dependent on their interests. However, students must have a basis for participating in the decision-making process. One means for assisting students to clarify their occupational interests is a comprehensive career exploration program. The students' exploration of occupations should include exploratory work experiences in school and in the community so that they may experience first hand some of the tasks, environments, and people of the occupations for which they may prepare. It should also be noted that an occupational choice should not be considered as irrevocable while students are in the vocational education program. However, a change in occupational choice may often require further career exploration. It should also be noted that changes in occupational choice can be expensive in the amount of time expended in preparing for an occupation for which students will not or cannot enter.

Before starting, the student vocational evaluator should be thoroughly familiar with district policies on referral and pupil evaluation and the associated procedures and forms. The evaluator should also be familiar with the types of information previously collected on most mentally handicapped students in the district. This information could be useful in the student vocational evaluation.

SUGGESTED PROCESS:

- 1.0 Acquire parental/guardian consent (suggested person: vocational special needs coordinator). It may be necessary to acquire the consent of a parent or guardian to conduct a student vocational evaluation. A suggested form for acquiring this consent is given in Appendix B.

2.0 Determine numerical skills (suggested persons: vocational special needs coordinator or special education teacher).

2.1 Administer a standardized test or locally-developed measure of arithmetic, computation, and money and time problems. Allow sufficient time for the student to complete the test. An example of a numerical skills worksheet that can be used is given in Appendix C. The sample worksheet contains computation problems that are sequenced from simple to progressively complex exercises such as starting with simple subtraction problems without regrouping, to more complex ones that require the application of regrouping concepts. Therefore, it will be helpful to note in which areas and how errors were made for diagnostic purposes, e.g., "80% accuracy in carrying."

NOTE: Standardized tests and locally-developed measures should be administered and scored and the results interpreted only by persons qualified to do so.

2.2 Enter the percentages of correct scores in the appropriate spaces provided on the worksheets.

3.0 Determine communication skills (suggested persons: vocational special needs coordinator or special education teacher).

3.1 Administer a standardized measure or locally-developed worksheet which consists of writing, spelling, and listening problems. An illustration of a communication skills worksheet is given in Appendix D.

3.2 Administer a standardized or an informal reading inventory (IRI) to obtain reading comprehension scores. Allow sufficient time for the student to complete the worksheet.

3.3 Enter the percentages of correct scores in the appropriate spaces provided on the worksheets.

- 4.0 Determine psychomotor/physical skills (suggested persons: special education teacher and vocational special needs coordinator).
 - 4.1 Administer standardized or locally-devised measures of motor skills, such as finger dexterity, gross movements of arms, eye-hand coordination and manual dexterity. Examples of commercially available standardized tests are (1) Non-reading Aptitude Test Battery (NATB), (2) Minnesota Rate of Manipulation Test, and (3) Pennsylvania 31-Manual Worksample.
 - 4.2 Observe the student's behavior during the test sessions. The evaluator may obtain valuable bits of information by observing the student's mannerism, attentiveness, facial expression, and movements of the body. These observations may provide clues about the person's frustration level, attention span, work tolerance, and interest in performing manipulative tasks. Report the observations as anecdotal notes and attach to the evaluation report.
- 5.0 Determine social skills (suggested persons: special education teacher, or vocational special needs coordinator).
 - 5.1 Review cumulative record.
 - 5.2 Interview special education teachers who have worked with the student.
 - 5.3 Interview student with the aid of an interview schedule. A suggested interview schedule is given in Appendix E. The interview session should engage the coordinator in the following functions:
 - 5.3.1 To become better acquainted with the student's vocational needs and interests.

5.3.2 To establish the coordinator as a counselor to the student on issues related to work and the preparation for it.

5.3.3 To collect background information, such as prior work experience, interests, hobbies, and self concept.

5.4 Interview parents or guardians. Use an interview schedule to facilitate the collection of information. A suggested interview schedule for parents and guardians is given in Appendix E. The purpose of the interview session is to acquire specific information not obtainable by the other means suggested in this manual. Information that should be collected during the session should be concerned with: (1) student's responsibilities at home, (2) parents/guardians' perceptions and expectations of the student's capabilities, (3) their impression of the student's attitude and commitment toward responsibilities, (4) special talents and hobbies of the student, (5) occupational interests, (6) their post-school occupational plans they may have for the student, and (7) social/personal adjustment skills.

6.0 Determine occupational interests and aptitudes (suggested person: vocational special needs coordinator).

6.1 Administer the Non-reading Aptitude Test Battery (NATB) which measures the following nine aptitudes: (1) intelligence, (2) verbal aptitude, (3) numerical aptitude, (4) spatial aptitude, (5) form perception, (6) clerical perception, (7) motor coordination, (8) finger dexterity, and (9) manual dexterity.

NOTE: To administer the NATB the examiner must be certified on the use and interpretation of the test by the State Employment Division.

6.1.1 Administer the Interest Check List of the NATE. The NATB results will then indicate occupational choices based on aptitudes in conjunction with interests. The results are printed on a computerized print-out sheet. Having an outside agency administer the test sometimes adds to the credibility of the results to parents.

6.1.2 Compare each aptitude score with the norms given in the test manual. The indication of a relatively high aptitude could eventually be developed into an occupational asset.

6.2 Review the parent and student interview schedules for additional information on the student's interests. Note occupational areas in which information from the interviews and the NATB appear to agree as potentially appropriate for the student.

NOTE: The use of the Career Information System (CIS) could be very useful in assisting educable mentally handicapped students to explore alternative occupational choices. Many school districts already use CIS. Additional information on CIS can be acquired from regional career education coordinators located in educational services districts.

7.0 Develop a Student Vocational Profile (suggested persons: vocational special needs coordinator and special education teacher). The purpose of a Student Vocational Profile is to document the special needs and strengths of the handicapped student. The information will be used to develop an individual vocational education program. The information will also be particularly important when considering an appropriate career cluster program for the handicapped student and potential work experience areas to pursue.

NOTE: The school psychologist or psychometrist should be called on to interpret test results and offer other information as necessary.

7.1 Compile a Student Vocational Profile. Appendix A gives a suggested format for developing a Student Vocational Profile. This form represents a modified model suggested by Phelps and Lutz (1977).

7.1.1 Enter all scores recorded in the numerical and verbal skills worksheets (refer to steps 2.0 and 3.0) next to the appropriate criterion statement listed in the Student Vocational Profile form.

7.1.2 Identify deficits and strengths in the basic skills. The "special need indicators" column identifies five basic skills. A number of special need indicators are listed under each of these skills. As an example, the verbal skills category specifies, as special need indicators, reading, spelling, verbal communication and written communication. Additional indicators may be added to the list if needed.

7.1.3 Indicate the rating for each special need indicator in the space provided in the center column. The indicators are rated on a scale of 1 (difficulty) to 5 (strength).

The steps to arrive at a rating are as follows:

- a. Review the available data of a specific indicator.
- b. Rate each special needs indicator independently.
- c. Discuss differences in perceived competency in the special need indicators.
- d. Arrive at a consensus rating for each special need indicator.

NOTE: Potential problem in rating strengths-difficulties is determining the exact levels of difficulty and strength

that each interval represents on the scale. This problem may be alleviated by first deciding as a team what each level of difficulty-strength shall mean. Another potential problem may be the lack of sufficient data to rate some of the special needs indicators. If this occurs, do not rate the indicator.

7.1.4 Connect the marks indicating strengths-difficulties (optional).

7.2 Attach the following to the Student Vocational Profile:

7.2.1 Results of the standardized measure.

7.2.2 Completed interview schedule.

7.2.3 NATB computerized print-out.

7.2.4 Locally-developed tests and worksheets.

8.0 Go to Section II.

SECTION II

DEVELOPING AN INDIVIDUAL VOCATIONAL EDUCATION PLAN
FOR EACH HANDICAPPED STUDENT

PURPOSE: To specify the learning objectives that the student should achieve to become employable and to develop a plan of action so that the student can achieve those objectives.

OUTCOME: Individual Vocational Education Plan (IVEP)

POTENTIAL RESOURCES:

1. IVEP form (Figures 3 and 4)
2. Student Vocational Profile (see step 7.3 in Section I)

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Special education teacher
3. Vocational cluster teacher
4. Parent/guardian
5. Other educational personnel as needed

OVERVIEW:

Each student differs from all other students in strengths, difficulties, and interests. Mentally handicapped students will also differ among themselves in the same ways. To satisfy these differences, each student should have an individual vocational education plan (IVEP). The IVEP should be a component of the individual education program (IEP) that is mandated by the Education for All Handicapped Children Act of 1976 (Public Law 94-142) and is focused on the competencies needed by handicapped students to be employable. The requisite skills, knowledge and values specified in an individual vocational program should not only be concerned

with competencies that the student must have on the job but also those things needed by the student to acquire on the job capabilities, such as computation, communications, and especially social behaviors that can be taught by special education teachers and teachers in other disciplines.

Each IVEP should be developed jointly by the vocational special needs coordinator, special education teacher, vocational cluster instructor, and parents. Other school personnel, such as English teachers and reading specialists, may also need to participate in the planning process.

The individual vocational education plan for each student should only be developed after careful examination of the person's Vocational Evaluation Profile described in Section I. The student's IEP should also be reviewed during the planning process.

The IVEP should not be "cast in concrete" but should be as dynamic as any other plan. The individual vocational education plan should be changed whenever a student is either greatly exceeding or falling considerably below expectations. The IVEP should also be modified whenever new insights into the interests of the students are acquired. A dynamic plan that addresses the realistic abilities, needs, and interests of a student is far more desirable than a static one. A static plan could lead toward frustration and failure for a student.

SUGGESTED PROCEDURES:

1.0 Review the information contained in the Student Vocational Profile for the student (suggested persons: vocational special needs coordinator and special education teacher).

1.1 Use the ratings on special needs indicators to review the special needs and aptitudes of the student.

- 1.2 Use the NATB print-out to review the potential occupations suitable for the student.
- 1.3 Use information contained in the interview schedule to review occupational interest.
- 2.0 Identify vocational cluster program(s) or in-school work stations that could be appropriate for the student (suggested persons: vocational special needs coordinator and special education teacher). To select a meaningful vocational education experience for the student, the person(s) responsible should (1) understand the curricula of the various vocational cluster programs in the high school(s) in the district, (2) be aware of potential work stations in the school in which the students could acquire basic job skills and knowledge, (3) be acquainted with the vocational cluster teachers, (4) be aware that occupational choice should be based on the student's interests and abilities and not on gender, race or ethnicity, or English-speaking ability.

NOTE: No more than one mentally handicapped student should normally be enrolled in a class period of a cluster program at any given time. Two or more mentally handicapped students in the same class could tend to hinder their socialization as well as become burdensome for the cluster teacher. More than one student may be enrolled in the same class period if adequate resources are available to the teacher and students, and the capabilities of the handicapped students permit it. Careful consideration should be given to these two factors when developing the IVEP for all the students involved.

- 3.0 Discuss the possibility of enrolling the student in the tentatively selected vocational cluster, if appropriate (suggested person: vocational special needs coordinator).
- 3.1 Arrange a meeting with the vocational cluster teacher at a time and place convenient for the cluster teacher. The location should permit the discussion of confidential information on the

student. Although not required, it is desirable for the special education teacher to participate in the meeting.

- 3.2 Discuss the goals, objectives, and procedures of the individual vocational education plan for the student.
- 3.3 Discuss the need for cooperation between special educator and vocational educator in order for the student to succeed.
- 3.4 Discuss the student's vocational interests, strengths and special needs using the documented information contained in the Student Vocational Profile.
- 3.5 Discuss the support services that would be needed by the student to succeed in the vocational cluster program.
- 3.6 If it is decided that the vocational cluster is not appropriate for the student, document the reasons on the Student Vocational Profile and then go back to step 1.0, above.

4.0 Prepare a draft of the individual vocational education plan (IVEP) (suggested person: vocational special needs coordinator). Figure 3 is an example of the first part of an IVEP form. It contains background information, academic functioning levels, and previous work experience levels. Figure 4 is an example of the second part of an IVEP form; use as many sheets in the second part as necessary. Complete the second part as follows:

- 4.1 Instructional objectives. State in measureable terms what the student should be able to do after receiving instruction. Be sure to describe the specific level of performance before the behavior can be considered learned.
- 4.2 Learning activities. Specify the learning activities (e.g., a specific vocational cluster, cooperative work experience, chores

Figure 3

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Name _____ Social Security No. _____

Teacher _____ Occupational Class _____

School _____ Grade _____

Medical Problems _____

Takes Medication _____ Type _____

Work Permit _____ Resume _____

Work Experience:

In School _____

Community Placement _____

Paying Jobs Held _____

Figure 4

Student's Name _____

Instructional Objective	Learning Activity	Person(s) Responsible	Completion Date		Evaluation
			Planned	Actual	

We concur with the specifications

Signature	Position
-----------	----------

Date _____

Signature

Position

Date _____

36

37

(in home, reading program in resource center, etc.) for each instructional objective.

- 4.3 Person(s) responsible. Specify the person(s) responsible for the instruction for the objective. At times, parents/guardians may be the most appropriate persons for providing instruction on particular skills. Parents/guardians can also reinforce behavior learned by the students in special education resource room and vocational laboratory and during work experience when opportunities arise. As an example, an objective concerned with appropriate dress for work may be learned best in the home environment and reinforced in the school and work experience environments. On the other hand, an objective concerned with completing assigned tasks on the job could be reinforced in the home environment by parents/guardians encouraging the student to complete tasks they do at home.
- 4.4 Completion date -- planned. Specify the date each objective should be completed. These are tentative dates, subject to change as the student progresses.
- 4.5 Completion data -- actual. Enter the date a student actually achieves the objective at a minimal level and at a fully functional level.
- 4.6 Evaluation. Designate the extent to which each objective has been met.
- 5.0 Select appropriate approach for developing basic occupational skills (suggested persons: vocational special needs coordinator, special education teacher, and vocational teacher).

- 5.1 Enroll the student in the cluster program (see Section III) if:
 - 5.1.1 The student is an EMR, and
 - 5.1.2 The occupation that is most appropriate for the student is a part of or related to an existing vocational cluster program, and
 - 5.1.3 The vocational cluster program is the least restrictive environment.
- 5.2 Enroll the student in the alternative basic vocational skill development program (see Section IV) if:
 - 5.2.1 The student is an EMR, and
 - 5.2.2 The occupation that is most appropriate for the student is not a part of or related to an existing vocational cluster program, and
 - 5.2.3 The resource center of self-contained classroom is not the least restrictive environment.
- 5.3 Use Section VI, at least initially, if the student is a TMR.
- 6.0 Conduct staffing meeting to acquire concurrence of IVEP by all persons involved (suggested persons: vocational special needs coordinator [convener], parents/guardians, and all other educational personnel with responsibilities designated in IVEP).
 - 6.1 Discuss the contents of the IVEP. Use the Student Vocational Profile to explain the vocational interests and abilities of the student. Also, describe the student's tentative vocational education plan, including cooperative work experience.
 - 6.2 Encourage discussion on the IVEP. Focus on the appropriateness of the proposed occupation, instruction, and implementation of the IVEP. Modify the IVEP as needed.

- 6.3 Acquire approval of the IVEP from parents/guardians and all educational personnel with responsibilities that are designated in the IVEP.
- 7.0 Attach a copy of the IVEP to the IEP (suggested person: vocational special needs coordinator).
- 8.0 Proceed to alternative actions:
 - 8.1 If the student is educable mentally retarded and will be maintained in a regular vocational cluster, go to Section III.
 - 8.2 If the student is educable mentally retarded and will use an alternative means for acquiring vocational skills, go to Section IV.
 - 8.3 If the student is trainable mentally retarded, go to Section VI.

SECTION III

ENROLLING MENTALLY HANDICAPPED STUDENTS
IN THE REGULAR VOCATIONAL CLUSTER PROGRAM

PURPOSE: Enable mentally retarded students to acquire basic employment skills in a least restrictive environment.

OUTCOME: The mentally retarded student will have sufficient job-entry skills to participate in a cooperative work experience.

POTENTIAL RESOURCES:

1. Student Vocational Profile
2. Individual Vocational Education Plan (IVEP)
3. Vocational Development of Special Needs Individual (developed by Linn-Benton Community College)*
4. Serving the Mentally Retarded (developed by the American Institute for Research)*

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Vocational cluster teacher
3. Special education teacher
4. Aides and peer teachers
5. Other educational personnel as needed

OVERVIEW:

To succeed in cooperative work experience and eventually in employment, mentally handicapped students require sound foundations of basic vocational skills and values. One means through which the student can acquire basic

*Available from regional career education coordinators.

vocational skills and work values is a diversified occupations approach described in Section IV. Another means is a regular vocational cluster program.

Some mentally retarded students will be able to complete a regular vocational cluster in its entirety. For most mentally handicapped students, however, the regular vocational cluster program will require varying degrees of modification for it to satisfy special needs. Modification may be as simple as adding an occupation to the cluster of occupations normally addressed by the vocational instruction. The additional occupation may require changes in emphasis for the handicapped student on the tools, operations, and materials normally stressed in the curriculum. More than likely, the amount of time allocated for instruction on a particular task will need to be extended for the handicapped student.

Individualizing instruction for mentally handicapped students will require more time and effort than normally allocated for each student. However, the use of instructional aides and peer teachers with able bodied as well as handicapped students could provide the additional time and effort needed by the handicapped student. Special education teachers may also be able to provide additional instruction in resource centers that would complement or supplement learning in the vocational laboratory. Furthermore, no more than one mentally handicapped student should normally be enrolled in a single class period (see Note on page 28).

Three things are absolutely necessary for a mentally handicapped student to succeed in a regular vocational cluster. First, those responsible for enabling the student to succeed in a regular vocational cluster must be committed to success for the student. Preordained failure often results in failure. Second, vocational cluster teachers, special education teachers,

and all other educational professionals specified in the IVEP must be willing to work cooperatively in the best interest of the student. No one discipline has a corner on the market for the vocational preparation of a mentally handicapped student. In the same vein, all disciplines have responsibility for the education of the handicapped, and a team of professionals is often more beneficial to the student than many individual teachers.

Third, the best solutions for addressing special needs of handicapped students are arrived at by classroom teachers. Knowing the individual student, knowing the subject matter, and knowing teaching are not truisms, but highly serious matters when meeting the special needs of handicapped learners. Only by doing these will educational professionals be able to apply problem-solving techniques that will benefit mentally handicapped students.

SUGGESTED PROCESS:

- 1.0 Identify provisions of the regular vocational cluster program that can be used as they are and those that must be modified for the handicapped student (suggested persons: vocational special needs coordinator and vocational cluster teacher).
- 1.1 Identify objectives of the regular cluster program that are commensurate with the objectives specified in the student's IVEP. Decide whether or not the existing student learning activities for those objectives are appropriate for the student and, if not, alternative means. The use of the Student Vocational Profile (Appendix A) may facilitate this task.

- 1.2 Identify objectives in the IVEP that are not a part of the regular cluster program. Determine the learning activities that could be used by the student to achieve these objectives.
 - 1.3 Identify persons individually or in combination who can assist the student to achieve the learning objectives. These persons could be but are not limited to: vocational cluster teacher, instructional aide, peer teacher, vocational special needs coordinator, special education teacher, other educational personnel and parents.
 - 1.4 Estimate the amount of time that the student would need to achieve all of the learning objectives. This may vary among students from six weeks to two years. This will give the vocational special needs coordinator an idea of when an appropriate training station must be available for placing the student in cooperative work experience.
- 2.0 Prepare the vocational cluster teacher, special education teacher, instructional aides, and all other educational personnel to enable the student to achieve the objectives (suggested person: vocational special needs coordinator).
 - 2.1 Provide basic information on handicapped learners. Inservice for the cluster instructors and aides should include topics such as: awareness of the potential of handicapped students, the handicapping conditions that could affect instruction, and working knowledge of the IVEP and its development. Inservice for special education teachers should also be concerned with the vocational development of the handicapped.

NOTE: A suggested resource to use for the inservice is "Vocational Development of Special Needs Individuals" which is a

multi-media inservice training package for educators and others working with handicapped and disadvantaged individuals in vocational programs. Another resource for cluster teachers is "Serving the Mentally Retarded." Your regional career education coordinator should have a copy of these presentations. Other resources (Brolin, 1976; Brolin, 1978; Weisgerber, 1978; and Freeland, 1969) are listed in the References.

- 2.2 Assure that all persons understand their responsibilities. Examples of responsibilities for the three types of educational professionals who will more than likely be working with each mentally handicapped student are as follows:

2.2.1 Vocational cluster teacher.

- a. Provide individualized instruction.
- b. Record in the IVEP the stated objectives that the student has learned.
- c. Establish grading procedures.
- d. Hold individual student conferences.
- e. Periodically meet with special education teacher and coordinator to discuss progress and concerns of the student.

2.2.2 Special education teacher.

- a. Reinforce vocational concepts and instructions presented in the cluster program.
- b. Offer tutoring services for cluster related assignments.
- c. Work, in cooperation with the cluster instructor, to alleviate behavior problems that may arise.
- d. Provide job search skills.
- e. Periodically meet with cluster instructor to discuss student progress.
- f. Occasionally visit the student in the cluster class.

2.2.3 Vocational special needs coordinator.

- a. Coordinate placement of selected mentally retarded students into the cluster program.
- b. Meet regularly with cluster instructor and special education teacher.
- c. Hold individual student conferences as the need arises or periodically.
- d. Provide parents/guardians with periodic feedback.
- e. Develop instructional materials.

3.0 Provide vocational instruction for students (suggested persons: vocational cluster instructor, vocational special needs coordinator, special education teacher).

3.1 Explain the IVEP to the student. The student should be made aware of the contents and application of the IVEP including the potential jobs for cooperative work experience. Unless specified, the instructional objectives do not necessarily have to be taught in the order they are presented in the IVEP. Additional objectives may be added to the IVEP if necessary. Samples of an IVEP form are available in Figures 3 and 4.

NOTE: Major changes to the IVEP should be discussed by the teachers designated in the IVEP and the student's parents/guardians (see step 6.0 in Section II). This type of discussion will enhance the team effort needed to enable the student to become employable.

3.2 Apply concepts of individualized instruction. Individualized teaching takes into consideration the entering skills of the student when s/he is placed in a learning sequence and provides for adjustments in the style and pace of content development. Individualization does not necessarily require "one to one"

instruction. Rather, adjustments in teaching may enable handicapped students to participate in small and large group instruction. Clustering handicapped and non-handicapped students together in group instruction is appropriate individualizing if unique student needs can be accommodated in this manner.

3.2.1 Handicapped students often lack the motivation for learning. In these cases, beginning instruction should be based primarily upon his/her interest and slightly below the student's entering skill level. As the student's area of interest broadens it would then be profitable to utilize other forms of instruction.

3.2.2 Sequence instruction according to the entry-level employment needs of the student. For example, a student should be taught the entry-level skill of alphabetical sequencing before receiving instruction on filing.

3.2.3 Teach first the skills that are most often performed on the job. For instance, a student in an auto-body repair class should learn common tasks such as vacuuming and washing cars before receiving training in repairing body dents.

3.2.4 Provide reinforcement for desired achievement. Learning appears to be stimulated when appropriate reinforcement techniques are practiced. Verbal praise plus physical contact of some sort (a friendly pat) are exceptionally effective when used together. Always try to reinforce a correct response.

3.2.5 Assign an instructional aide to the student. An advanced student in the cluster program may be employed as an aide. The student aide can benefit from the experience in a variety of ways such as, learning the subject matter thoroughly so that it can be taught, learning to work with peers, learning to supervise a worker. Senior citizens are also often excellent instructional aides. Aides should be prepared to assist the handicapped student. This preparation may only involve the use of a particular method to teach and evaluate performance on one task. However, the multimedia "Vocational Development of Special Needs Individual" can also be helpful in preparing instructional aides more extensively.

3.3 Provide experiences to enhance the student's identification with the cluster class. Although instruction should be paced according to the learning rate of the student, it does not necessarily mean that instruction always needs to be on a personalized "one-on-one" basis.

3.3.1 Encourage the student to actively participate in group activities such as small group class projects, simulations, and class discussions.

3.3.2 Assign two or more "buddies" to the mentally retarded student to facilitate socialization.

3.3.3 Encourage the student to join the leadership development organization (e.g., DECA, FBLA, FHA, FFA, VICA) associated with the cluster program.

3.3.4 Do not always dismiss the student from participating in

in activities that are considered "too difficult." If possible, modify the activity to facilitate participation.

4.0 Evaluate the student's performance (suggested person: vocational cluster teacher).

4.1 Record the extent to which the student achieved each objective and the completion date in the IVEP. At times, it may be necessary to use alternative testing methods. As an example, an aide could read a paper and pencil test to the student and record the answers that are given by the student. However, the standards of proficiency should not be altered; the student must be able to meet accepted work standards to be employable.

4.2 Recommend a course of action for subsequent term. The recommendation should primarily be based on the assessment of the student's progress. Examples of recommendations are: (1) student has achieved minimum entry-level skills and is recommended for cooperative work experience plus continuation with the cluster class, (2) student has not achieved entry-level skills but is satisfactorily progressing in the cluster program and is being recommended to continue in the program, or (3) student has performed unsatisfactorily in the cluster program, therefore, it is recommended that a reassessment of the cluster placement be made and other alternatives considered.

4.3 Assist the student in selecting a vocational class which would better serve the learner's vocational needs and interest or to explore an occupation if the student's interest should change.

5.0 Go to Section V.

SECTION IV

ALTERNATIVE APPROACH FOR PROVIDING BASIC
OCCUPATIONAL SKILLS AND WORK VALUES

PURPOSE: Enable educable mentally retarded students to acquire basic employment skills when appropriate vocational cluster programs are not available.

OUTCOME: The educable mentally retarded student will have sufficient job-entry skills to participate in a cooperative work experience.

POTENTIAL RESOURCES:

1. Individual Vocational Education Plan (IVEP)
2. Student Vocational Profile
3. Job Analysis (Appendix I)
4. Employer Evaluation Form (Appendix H)

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Special education teacher
3. Training station personnel
4. Vocational teacher

OVERVIEW:

For some mentally retarded students, regular vocational clusters may not be available for the occupations that are most appropriate for them. However, these students should still have an opportunity to acquire job-entry skills prior to participating in cooperative work experience. This unit proposes an alternative approach to the regular vocational cluster programs in the school. However, this is an alternative and should only be used when a cluster program is not available or appropriate.

The alternative approach uses in-school work stations and school personnel for enabling students to acquire entry level skills. This involves determining the job-entry skills required for cooperative work experience in an occupational area and the opportunities that in-school work stations could provide for a student. It should be remembered that a work station should not only enable a student to learn specific manipulative skills and processes but also work values that are critical to maintaining employment. These include ability to get along with co-workers and supervisors, being properly dressed for the job, showing up for work every day and on time, and completing assigned tasks.

In-school work stations should enable students to use the tools and processes necessary for entry into cooperative work experience. The stations could also enable students to work under the conditions and in environments similar to those that they will have in cooperative work experience. There are many potential work stations in a school. They may be in the cafeteria, offices, audio-visual centers, library, school store, and school buildings and grounds. Developed properly, work stations in these types of locations could serve as excellent stepping stones toward employability for the mentally handicapped students.

SUGGESTED PROCESS:

- 1.0 Determine the entry-level job skills for potential work experience training stations (suggested persons: special education teacher and vocational special needs coordinator).
- 2.0 Secure an in-school work station based on its ability to meet the vocational needs of the student (suggested person: vocational special needs coordinator).

- 2.1 Acquire consent from the work station personnel to establish a work station. Information that could be shared with the personnel at a potential work station is the description of the vocational education program for the handicapped and student's vocational interests, strengths and special needs using the documented information contained in the Student Vocational Profile.
- 2.2 Identify the on-the-job supervisor for the student.
- 2.3 Conduct a job analysis. A sample of a job analysis is given in Appendix I. Step 2.0 in Section V describes the procedures for conducting a job analysis.
- 3.0 Develop a training plan (suggested persons: special education teacher, work station supervisor, and vocational special needs coordinator).
A format for a training plan is suggested in Appendix F.
- 4.0 Implement and supervise in-school work experience (suggested persons: special education teacher, job supervisor, aide [optional] and vocational special needs coordinator).
 - 4.1 Attach to the training plan a work schedule in which the following information is specified: (1) duration of placement, (2) job location on campus, (3) work days, and (4) work periods.
 - 4.2 Supervise the on-the-job training. This should be done by work station personnel. The supervisor could be responsible for the student's work assignment, attendance, training, and evaluation.
 - 4.3 Include in the training procedure a provision for a teacher or aide to assist the supervisor during the early phase of training.
 - 4.4 Observe the student at work and follow advancements with the

job tasks as specified in the training plan. This should be done regularly by the special education teacher and vocational special needs coordinator.

4.5 Provide classroom instruction in the areas of academic and living skills that is relevant to the experience the student is having at the work station.

5.0 Evaluate student progress (suggested persons: on-the-job supervisor, aide [optional], and vocational special needs coordinator). Student performance should be evaluated periodically. This should be done by the on-the-job supervisor or aide. The evaluation report should be discussed with the student. A sample of an evaluation form is available in Appendix H. If the results indicate the student can perform the job independently and has demonstrated satisfactory work habits and social skills, then one of the following options should be recommended: (1) increase the work responsibilities at the present work station, (2) place student in a different but related in-school work station that offers more advanced experiences, or (3) place student in an off-campus or on-campus cooperative work experience program. Possible factors to take account of when considering the options are the student's previous work experience background and present grade in school.

6.0 Go to Section V.

SECTION V

COOPERATIVE WORK EXPERIENCE (CWE) FOR MENTALLY RETARDED STUDENTS

PURPOSE: Develop employment skills on-the-job.

OUTCOME: Mentally retarded students will be able to perform all tasks required of an occupational position.

POTENTIAL RESOURCES:

1. CWE Readiness Data
2. Individual Vocational Education Plan (Figures 3 and 4)
3. Training Plan (Appendix F)
4. Training Agreement (Appendix G)
5. Employer Evaluation Form (Appendix H)
6. Job Analysis Form (Appendix I)
7. Occupational Task Analysis
8. Occupational Training Plan

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Vocational cluster teacher
3. Special education teacher
4. Employer/supervisor
5. Parents/guardians

OVERVIEW:

Cooperative work experience is the enabling of students to acquire employment skills through a cooperative arrangement between the school and an employer. The student combines work experiences on the job with academic, social, and related vocational instruction in the school. Therefore, the experiences that the student has in school and on the job should

be planned and supervised by both the school and the employer so that each contributes to the student's education and eventual employability.

The students should spend approximately one-half of their school day on-the-job at their training stations. To the extent feasible, students should be paid for their work. Among other things, the wages can be an incentive to the students.

Many districts have established policies and procedures for cooperative work experience. These policies and procedures with little or no modification should be employed for mentally handicapped students. Potential modifications are suggested in the procedures that follow.

SUGGESTED PROCESS:

1.0 Secure training station (suggested person: vocational special needs coordinator).

1.1 Identify a potential training station. Desirable qualities of a training station are as follows:

1.1.1 Ability to provide sound vocational training (the training station should consist of work commensurate with the student's abilities).

1.1.2 Safe and pleasant place to work.

1.1.3 Willingness of employer to function cooperatively with the district. This includes a willingness to make adjustments in job requirements to optimize the learning experience, especially in the beginning of the work experience.

1.1.4 Potential place for permanent employment.

1.2 Inform the potential employer of the student and CWE.

1.2.1 Describe the goals and objectives for the student and procedures of the CWE program.

- 1.2.2 Describe the entry-level skills of the potential student-trainee. Use the IVEP to identify entry-level skills acquired in the vocational cluster program.

NOTE: Emphasize the positive aspects of the student's vocational skills, work habits and values, and deemphasize the handicapping condition of the student.

- 1.2.3 Acquire copies of the employer's job application form, if possible.
- 1.2.4 Identify the person who will directly supervise the student at the employer's facilities.

NOTE: It may be desirable to develop a training agreement at this time, if the employer has previously provided cooperative work experience training stations and has worked with mentally retarded students. Step 5.0 describes procedures for developing a training agreement.

- 2.0 Conduct a job analysis (suggested person: vocational special needs coordinator, vocational cluster teacher or special education teacher). Appendix I is an example of a job analysis. The following procedures may be used in a job analysis.

- 2.1 Identify the major tasks that will be performed at the training station by the student. If possible, observe a worker in a position similar to the one that the student will assume.
- 2.2 Identify the sub-tasks or steps that must be performed to complete the task. Pay particular attention to the order in which sub-tasks are performed. If a sub-task requires a decision, determine the criteria used to make that decision.
- 2.3 Document the tasks and sub-tasks. A suggested format appears in Appendix I. Note where decisions must be made and the criteria for making those decisions.

NOTE: The Oregon Department of Education publishes materials that could be helpful in conducting job analyses. Examples of these resources are: "Occupational Task Analysis" and "Occupational Training Plan."

3.0 Develop a training plan (suggested person: vocational special needs coordinator). A format for a training plan is suggested in Appendix F.

3.1 The training plan should act as a guide to the employer/supervisor on providing work experiences that will enhance the student's skills and related knowledge of the job.

3.2 The drafting of the training plan should involve input from three major sources.

3.2.1 One source is the job analysis form (refer to Appendix IO which gives specific tasks related to the job.

3.2.2 Another source is the employer/supervisor who will identify the specific tasks required for the job in question.

3.2.3 Evaluation of student's potentialities.

4.0 Prepare student for a job interview (suggested person: vocational special needs coordinator, vocational cluster teacher, or special education teacher).

4.1 Inform student of the possible job vacancy.

4.2 Assist student to complete the job application form for the position.

4.3 Assist student to call the employer for an appointment for an interview for the position.

4.4 Review interviewing procedures with the student.

NOTE: If the employer has not had prior experience in interviewing mentally retarded students, suggestions on conducting an interview with a mentally handicapped person should be offered.

4.4.1 Inform the employer that the students will be prepared to provide answers such as: (1) their full name, (b) address, (3) parents' names and telephone number, (4) age and birthday, (5) where they went to school, (6) where they have

worked before, and (7) what kind of work they think they can do.

4.4.2 The employer should be made aware of refraining from asking questions that can be answered with single words such as "yes" or "no". For example, instead of asking, "Do you have chores to do at home?" ask "What jobs do you have at home?" or "What do you do to help at home?"

4.4.3 Use simple terminology such as "worker" for "employee" to facilitate communication with the mentally handicapped student.

5.0 Develop a training agreement (suggested person: vocational special needs coordinator). A training agreement should specify the responsibilities of the student, parents/guardians, employer, and school. A sample form is available in Appendix G.

5.1 Conduct a meeting of all the responsible parties.

5.1.1 Discuss fully the responsibilities in the training agreement.

5.1.2 Clarify other important matters not covered in the training agreement. These are (1) responsibility of student/parent to notify employer of absence from work, (2) identifying the source of wages if provided by other than the employer (e.g., CETA), (3) mode of transportation to and from work (e.g., school, public, private) and (4) types of appropriate work clothing.

NOTE: Students in paid employment are usually covered through the employer's State Accident Insurance Fund (SAIF). Employers are not required to provide accident coverage for non-paid employees; however, mentally handicapped students involved in work experience programs for

which they are receiving no remuneration are eligible for benefits from SAIF under the special injury fund. The special injury fund for mentally retarded minors injured in special education training programs was established by ORS 655.405. Certain districts also carry separate accident policies.

- 5.1.3. Explain the training plan to the group.
- 5.2 Complete the training plan and acquire the necessary signatures.
- 6.0 Supervise job placement (suggested persons: vocational special needs coordinator, employer/supervisor, special education and cluster instructors).
- 6.1 Responsibilities of the employer/supervisor.
 - 6.1.1 Orient student to job site and position.
 - 6.1.2 Train and supervise the student trainee.
 - 6.1.3 Communicate the needs and progress of the student and potential problems to the coordinator.
 - 6.1.4 Look after the welfare of the student.
- 6.2 Responsibilities of the special education and cluster instructors.
 - 6.2.1 Visit the student on the job. By doing so, they will be able to acquire first-hand information of potential problems that the student may face and the on job requirements. The initial visit should be made with the coordinator.
 - 6.2.2 Provide instruction to remediate or reinforce work-related skills. The instructors may provide additional support to the cooperative work experience program by attempting to remediate student shortcomings in work skills, habits, and/or motivation.
 - 6.2.3 Relate academic and living skill instructions to the experiences that students are having at their work stations.

- 6.3 Responsibilities of the vocational special needs coordinator.
 - 6.3.1 Observe students at work.
 - 6.3.2 Update the training plan when necessary.
 - 6.3.3 Maintain communication with supervisor/employer.
 - 6.3.4 Provide feedback to teachers (e.g., suggestions for classroom instruction to reinforce behavior or skills related to the work).
 - 6.3.5 Provide feedback to parents.
 - 6.3.6 Evaluate the student and placement.
 - 6.3.7 Provide feedback on performance to the student.
- 7.0 Evaluate student performance on the job.
 - 7.1 Employer/supervisor. Evaluate the student-trainee's performance periodically, e.g., every four weeks. An example of an employer evaluation form is given in Appendix H.
 - 7.1.1 Discuss each evaluation with the vocational special needs coordinator.
 - 7.1.2 Review the evaluation with the student-trainee.
 - 7.2 Vocational special needs coordinator.
 - 7.2.1 Evaluate the student-trainee's performance periodically, e.g., every four weeks. The vocational special needs coordinator may use the same evaluation form completed by the employer/supervisor. Discuss the evaluation with the student-trainee's parents/guardians, vocational teacher, and special education teacher.
 - 7.2.2 Determine the status of the work experience for the student. Potential conclusions are as follows:

- a. Placement is successful and should be continued.

Additional considerations should be given to the potential for the placement becoming permanent employment.

- b. The student requires in-school instruction to complement or reinforce on-the-job experiences.

- c. Placement is unsuccessful and should be terminated.

8.0 Evaluate the effectiveness of the work station (suggested person: vocational special needs coordinator).

8.1 Determine the quality of on-the-job supervision.

8.2 Determine the educational value of the job tasks assigned.

8.3 Determine the quality of working conditions.

8.4 Determine employer/supervisor attitude toward the importance of vocational training for the handicapped.

8.5 Determine its potential for regular employment after training.

9.0 Identify potential resources from community agencies.

9.1 Comprehensive Youth Program (CYP). Provisions of the Comprehensive Employment and Training Act (CETA) provide employment and wages for eligible student trainees. To qualify for CYP services there are certain requirements the student must meet. These requirements are: (1) family earning, (2) age limits (14-21), and (c) placement restrictions on non-profit and profit-making establishments. The services of CYP to furnish wages for the students are especially appropriate when the cooperative work experience job provides no remuneration. A common practice is for the district to secure the job and for CYP to supply the funds for the wages of the position.

9.2 Community colleges. These insititutions have programs to deliver vocational education services for the handicapped. These programs serve post-secondary students who need additional job-entry-level skills.

10.0 Go to Section VII.

SECTION VI

VOCATIONAL EDUCATION FOR TRAINABLE MENTALLY HANDICAPPED STUDENTS

PURPOSE: Develop employment skills through a phased process.

OUTCOME: Trainable mentally retarded students will be able to perform all tasks required of a specific occupational position.

SUGGESTED PERSONS:

1. High school TMR teacher
2. Vocational special needs coordinator

OVERVIEW:

The vocational education program for the high school TMR student is designed to prepare the student for future employment. It is designed to meet this vocational need through three consecutive levels. Level 1 is instruction in manipulative skills activities (instruction in the classroom). Level 2 is in-school work experience (instruction in the classroom plus on-campus). Level 3 is off-campus work experience (instruction on campus plus off-campus). Each of these levels is supplemented with classroom instruction in work-related skills such as: following instructions, getting along with co-workers and supervisors, verbal and written communication, time telling, etc. The student should be competent on Level 1 before advancing to Level 2 and subsequently to Level 3. Each level requires additional skills and responsibilities. Students should enter the appropriate level based on their development.

The high school TMR teacher would conduct this program. It would be highly desirable to employ a full time aide to assist the teacher and also have the assistance of several high school students trained as aides.

SUGGESTED PROCESS:

- 1.0 Provide manipulative skills development training (suggested persons: TMR teacher and vocational special needs coordinator).
 - 1.1 Conduct the program in the classroom and on a daily basis.
 - 1.2 Provide a real work atmosphere during the activities (e.g., be on time at their work areas, perform tasks without unnecessary talking, etc.).
 - 1.3 Use an aide because the activities require much individual instruction and monitoring.
 - 1.4 Record daily performance data to keep track of student growth.
 - 1.5 Establish a criterion for each activity. It should indicate the prescribed minimum standards.
 - 1.6 Provide the manipulative skills training until it is felt the student has performed to approximately his/her full capabilities.
- 2.0 Responsibilities of the vocational special needs coordinator.
 - 2.1 Furnish the TMR teacher with information on current materials and activities dealing with vocational preparation for the TMR population.
 - 2.2 Assist with the construction of vocationally-related instructional devices.

LEVEL II: In-school work experience program.

TASK: Perform assigned duties of work station.

PURPOSE: Develop proper work habits and attitudes.

OUTCOME: The student will be prepared for off-campus job placement.

SUGGESTED PERSONS:

1. TMR teacher
2. Vocational special needs coordinator

OVERVIEW:

The desirable outcome of the in-school work experience phase is to have the student acquire proper work attitudes and habits. The in-school work experience should emphasize the importance of punctuality, dependability, relationship with people and task completion.

POTENTIAL RESOURCES:

1. Training plan.
2. Job analysis.

SUGGESTED PROCESS:

- 3.0 Organize and provide in-school work experiences (suggested person: TMR teacher).
- 3.1 Become familiar with potential work station resources at the school. Possible work stations are: cafeteria, dining room, office, library, shops, gymnasium, locker/shower areas, audio-visual room, and school grounds.
- 3.2 Secure a work station through a cooperative effort with the school administrators.
- 3.3 Before placing a student at a work station, conduct a job analysis and develop a training plan. A job analysis should specify the job and description of tasks performed on the job. Example of a job analysis form is available in Appendix I. A training plan should identify the tasks the student is expected to perform on the job. Example of a training plan form is available in Appendix F.
- 3.4 Enable each student to participate in two or more different jobs for exploratory purposes.

- 3.5 Assign an adult as on-the-job supervisor for each training station. It may be the TMR teacher, hired aide, or a staff member. The majority of the training will be conducted by high school student aides. They will be supervised by the TMR teacher. The aides' duties are: (1) training and overseeing, (2) conducting training according to the training plan, and (3) record-keeping on a regular schedule.
- 3.6 Refer students who demonstrate readiness for off-campus work experience to the vocational special needs coordinator.
- 4.0 Prepare for cooperative work experience (suggested person: vocational special needs coordinator).
 - 4.1 Inform the TMR teacher of potential locally available job.
 - 4.2 Familiarize the TMR teacher of the entry-level skills of these jobs.
 - 4.3 Observe students at work to evaluate their readiness for off-campus work placement.

LEVEL III: Off-campus work experience.

TASK: Perform assigned duties of work station.

PURPOSE: Develop job-entry-level skills.

OUTCOME: The student will be employable in a specific position.

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Employer
3. TMR teacher
4. Parents/guardians
5. Student
6. Vocational trainers

POTENTIAL RESOURCES:

1. Job analysis form (Appendix I)
2. Training plan form (Appendix F)
3. Training agreement form (Appendix G)
4. Employer evaluation form (Appendix H)
5. Student data form (Appendix J)

SUGGESTED PROCESS:

- 5.0 Refer student for off-campus work experience placement (suggested person: TMR teacher). Include in the referral the readiness for off-campus data for the coordinator.
 - 5.1 Job readiness data in terms of responsibility, punctuality, dependability, etc.
 - 5.2 Work skills the student possesses as a result of the training in school.
 - 5.3 An indication that the student has satisfactorily demonstrated the ability to work well with co-workers and supervisory staff.
- 6.0 Secure a training station with the following requisites: (1) ability to provide sound vocational training (the training station should consist of work commensurate with the student's abilities), (2) a safe and pleasant place to work, (3) desire of personnel to work, in cooperation, with the district, (4) potential place for permanent employment, and (5) interest and support for the hiring of the handicapped (suggested person: vocational special needs coordinator).
- 7.0 Meet with the prospective employer (suggested person: vocational special needs coordinator).
 - 7.1 Specify the goals, objectives and procedures of the vocational education program for the handicapped.

7.2 Specify the entry-level skills of the prospective student trainee.

Review the student's in-school vocational training and occupational interests.

NOTE: During the meeting, the discussion should focus primarily on the positive aspects of the student's vocational skills, work habits and attitude and to deemphasize the handicapping condition.

8.0 Develop job analysis (suggested person: TMR teacher or vocational special needs coordinator).

8.1 The job analysis specifies the job and its tasks.

8.2 Each task is divided into sub-steps.

8.3 The sub-steps are positioned in the order in which they are executed to complete the task.

8.4 The job analysis makes it feasible to utilize vocational trainers to do the training of the handicapped. A sample of a job analysis report is available in Appendix I.

NOTE: A publication entitled "Work Opportunity Survey" (1977) furnishes analysis on jobs that could be performed by the TMR population.

9.0 Develop a training plan (suggested persons: employer/supervisor or vocational special needs coordinator. The major features of a training plan are: (1) title of job, (2) description of job tasks, (3) person(s) responsible for the training, and (4) an indication whether the task can be performed with or without supervision. A suggested training plan is given in Appendix F. Much of the information could be taken from the job analysis report. The training plan should serve as a guide to the employer/supervisor in preparing work experiences that will enhance the student's skills and related knowledge of the job. During the planning of the training plan important details of the placement should be clarified such as (1) pay or

non-pay job, (2) accidental insurance coverage, (3) work schedule (days and hours), (4) termination rights of the employer, and (5) designation of the on-the-job supervisor.

10.0 Prepare student for job interview (suggested person: vocational special needs coordinator and TMR teacher).

10.1 Assist the student in arranging for a job interview with the prospective employer.

NOTE: If the employer has not had prior experience in interviewing TMR students, suggestions on conducting an interview with a mentally handicapped person should be offered.

10.1.1 Inform the employer that the student will be prepared to answer certain questions such as: (1) full name, (2) address, (3) parents/guardians name and telephone number, (4) age, and (5) where s/he has previously worked.

10.1.2 A suggestion could be made to the employer to refrain from asking yes or no type of questions. Instead of asking "Do you have chores to do at home?" ask "What jobs do you have at home?"

10.1.3 Use simple terminology such as "boss" for "employer," "worker" for "employee" to facilitate communication with the mentally handicapped student.

10.2 Review interview behavior with student.

11.0 Development and application of the training agreement (suggested person: vocational special needs coordinator).

11.1 A training agreement should specify the responsibilities of the student, parents/guardians, employer and school. A sample form of a training agreement is available in Appendix G.

11.2 Arrange a meeting with all of the responsible parties (suggested person: vocational special needs coordinator).

11.2.1 The details of the training agreement should be fully clarified.

11.2.2 Other matters of importance that are not covered in the training agreement should be clarified such as: (1) the utilization of vocational trainers, (2) student/parent responsibility to notify employer in case of absence from work, (3) source of wages if provided by other than the employer (e.g., Comprehensive Youth Program), (4) appropriate work clothing, (5) transportation arrangements to and from work (e.g., school, public or private), and (6) identification of the on-the-job supervision.

NOTE: Students in paid jobs are usually covered under the State Accident Insurance Fund (SAIF). Non-paying positions do not require employers to provide accident coverage. However, non-paid TMR students on work experience are covered under ORS 655.405, special injury fund. The coordinator should be aware of the injury insurance coverage for each student prior to onset of placement.

11.2.3 During the meeting the coordinator should explain the training plan to the group.

12.0 Supervise job placement (suggested person: vocational special needs coordinator).

12.1 Utilize vocational trainers in the off-campus work experience program.

12.1.1 The utilization of vocational trainers to train and oversee off-campus work experience students is an integral element of the TMR vocational education program.

12.1.2 The people in industry and business appear to be more receptive to participating in the work experience program when they understand that a vocational trainer of the student will be provided by the district.

12.1.3 Prior to working with the student the vocational trainer will be given an orientation session of about two weeks in the TMR classroom. This will provide an opportunity for him/her to become acquainted with the student and to learn basic behavior management techniques and data keeping procedures.

12.2 Responsibilities of the vocational trainer.

12.2.1 Train and oversee TMR student engaged in off-campus work experience; to be there personally to instruct and assist the student until s/he is able to perform the tasks independently.

12.2.2 To provide full assistance to the student initially during the placement and then to gradually decrease assistance as the student gains greater independence on the job.

12.2.3 To maintain a daily account of the student's performance and to record the data. A sample for documenting student data is illustrated in Appendix J.

12.3 Responsibilities of the TMR teacher.

12.3.1 Occasionally visit the student on the job. By doing so, s/he will be able to acquire first-hand information on potential problems that the student may face and the on-the-job requirements. The initial visit should be made with the coordinator.

12.3.2 Provide instruction to remediate or reinforce work related skills.

12.4 Responsibilities of the vocational special needs coordinator.

12.4.1 Observe the student at work.

12.4.2 Update the training plan if necessary.

12.4.3 Maintain communication with employer/supervisor.

12.4.4 Supervise vocational trainers.

12.4.5 Provide feedback to parents.

12.4.6 Provide feedback to teacher (e.g., suggestions for classroom instruction which will reinforce behavior or skills related to the work).

13.0 Evaluate student performance.

13.1 Periodic (2 to 4 week intervals) student evaluation should be filed by the employer/supervisor. S/he should go over the evaluation report with the student. The coordinator should be given a copy of the report which will be shared with the teacher and parents/guardians.

13.2 Periodic evaluation should be made by the coordinator and vocational trainer. The evaluation is reported in a similar form used by the employer/supervisor.

13.3 Possible conclusions that may be derived from the evaluation results.

13.3.1 Present placement is successful and should be continued.

13.3.2 Present placement is unsuccessful and should be discontinued.

13.3.3 Present placement appears to be a potential place for permanent employment.

13.3.4 Awareness of vocational needs that require additional classroom instruction.

14.0 Evaluate effectiveness of work station (suggested person: vocational special needs coordinator).

14.1 Determine the quality of on-the-job supervision.

14.2 Determine educational value of job tasks assigned to the student.

14.3 Determine quality of working conditions.

14.4 Determine employer/supervisor attitude toward vocational training for handicapped.

14.5 Determine the potential for regular employment after training.

NOTE: The assessments for the above may be founded primarily on items such as student reactions, coordinator observations, and student progress reports.

15.0 Identify potential resources of community agencies.

15.1 The Comprehensive Youth Program (CYP) provides employment and wages for eligible student trainees. To qualify for CYP services there are certain requirements the student must meet. These requirements are: (1) family earnings, (2) age limit (14-21), and (3) placement restriction (e.g., non-profit, profit establishments). The services of CYP to furnish wages for the students are especially appropriate when the cooperative work experience job provides no remuneration. A common practice is for the district to secure the job and for CYP to supply the wages for the position.

15.2 The sheltered workshop and habilitation centers provide occupational and living skills instruction and training to the mentally retarded, developmentally disabled, and physically handicapped clients.

15.3 Community colleges have programs to deliver vocational education services for the handicapped. These programs serve post-secondary students who need additional job-entry-level skills.

16.0 Go to Section VII.

SECTION VII

JOB PLACEMENT AND REFERRAL

PURPOSE: Refer student to the Division of Vocational Rehabilitation (DVR).

OUTCOME: Maintain employment.

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Parents
3. Division of Vocational Rehabilitation (DVR).

OVERVIEW:

The ultimate measure of whether or not a vocational education program is successful for mentally retarded learners is the extent to which students acquire permanent positions, perform adequately on the job, and are able to maintain employment. Ideally, cooperative work experience training stations should become permanent employment for mentally handicapped students when they acquire skills, knowledge, and beliefs necessary for those positions. However, it may be necessary to assist a mentally handicapped student to acquire permanent employment in another location. Furthermore, it may be necessary to orient the student to the new position. Finally, the Vocational Rehabilitation Division should be made aware of the student's job placement should the student need further assistance sometime in the future.

SUGGESTED PROCESS:

- 1.0 Inform the parents/guardians of the services of the Division of Vocational Rehabilitation (DVR) and request their permission to inform DVR of the student during the last year in school (suggested person: vocational special needs coordinator).

- 2.0 Refer the name of the mentally retarded student to DVR (suggested person: vocational special needs coordinator).
- 2.1 Suggest to DVR the potential need for services for the student.
- 2.2 Explain the vocational preparation and present job placement, if any.
- 3.0 Instruct the student to go to DVR if s/he needs assistance (suggested person: vocational special needs coordinator).
- 4.0 If the student does not have a permanent job placement prior to completing the final year of school, assist the student to acquire a permanent job (suggested persons: vocational special needs coordinator and vocational cluster teacher). Inform the potential employer of the entry-level skills of the student. The discussion should focus primarily on the positive aspects of the student's vocational skills, work habits and attitudes, and the handicapping conditions should be deemphasized.

SECTION VIII
CONDUCTING PROGRAM EVALUATION

PURPOSE: Identify potential problems in a vocational education program for mentally retarded students.

OUTCOME: Evaluation findings and recommendations.

POTENTIAL RESOURCE: Wentling, T. L. and Lawson, T. E. Evaluation of Occupational Education and Training Programs. Boston: Allyn and Bacon, Inc., 1975.

SUGGESTED PERSONS:

1. Vocational special needs coordinator
2. Advisory committee
3. Employer

OVERVIEW:

Educators have promised the public and its representatives many things. The public is now questioning whether or not those promises are being met. Federal and state legislators, school board members and taxpayers are asking whether or not educational programs are making any difference on what students know, can do, and believe. They are becoming increasingly more reluctant to support programs which cannot explicitly demonstrate their effectiveness.

Educators committed to providing vocational education of high quality for mentally retarded students realize that program revision and updating are a way of life. Decisions on whether to change or not to change and what kinds of modifications should be made to a program should be based on explicit information. Program evaluation is concerned with defining, collecting, and reporting that information.

The focus of any vocational education program for mentally retarded students should be the students themselves. Therefore, three basic questions should be asked of any program during its evaluation. These questions are as follows:

- (1) Are mentally handicapped students employed in occupations for which they were prepared?
- (2) Are mentally handicapped students who are employed in occupations for which they were prepared performing satisfactorily on the job?
- (3) Are mentally handicapped students able to maintain their employment?

Procedures suggested in this section will be concerned with providing information to answer these three questions. However, program evaluation should also be concerned with the educational processes that enable mentally handicapped students to become employable and employed. Answers to the three questions above will determine how the vocational education program for mentally retarded students should be further evaluated. As an example, a negative response to any of the three questions stated above should serve as the starting point for a study of training plans and individual vocational education plans of former students. The purpose of this study would be to determine possible hinderances to the mentally retarded learner's capability to attain employment. Findings of this study could lead to identifying aspects of the educational process that could be improved.

SUGGESTED PROCESS:

- 1.0 Establish liaison with the advisory committee or council for vocational education for the school or district (suggested person: vocational special needs coordinator). Describe the intent and processes

of the program and request assistance with program planning and evaluation.

- 2.0 Collect follow-up information on mentally retarded students three months and one year after they have completed a vocational education program (suggested person: vocational special needs coordinator).
 - 2.1 Develop an interview schedule to record information and to guide the interviewing. A suggested form is given in Appendix K. Design instrument so that the identification of the student can be eliminated after all pertinent information is collected. As an example, the first sheet of the suggested form in Appendix K can be torn off and destroyed once all information has been collected.
 - 2.2 Interview former student to determine employment status (item 5 in form suggested in Appendix K), job satisfaction (item 6), and confirm employer. If former student is not employed or pursuing further education, determine reason (item 8).
 - 2.3 Interview supervisor to determine job competence (item 7).
 - 2.4 Complete background information (items 1, 2, 3) after interviews with supervisor and former student.
 - 2.5 Tear off cover sheet with names of former student and supervisor.
- 3.0 Compile and document follow-up information (suggested person: vocational special needs coordinator). Suggested information displays are given in Appendix L. These information displays are related to the interview schedule suggested in Appendix K. The following items are suggested procedures for completing the information displays.
 - 3.1 Table 1, EMR enrollment and job placement. Enter the last two digits of the academic year, e.g., "79" for the 1978-79 academic

year. The numbers of students in each status refers to the students who entered the program during that year. That is, enter the number of students who enter the program during a given academic year. Then enter the number of those students who terminated participation in the program, completed the entire program, and were employed or pursuing further education three months and one year after completing the program. Normally the number of students who terminated participation plus those who completed the program should equal the number of students who entered the program. However, a discrepancy could appear if students do not complete the program for reasons other than transfer to another school, illness, or death.

3.2 Table 2, EMR employment status. Enter the last two digits of the year in which the former students completed the vocational education program. For each completion year, enter the number of students in each employment status three months and one year after completing the program. "Related Occupations" means those occupations which require similar skills and knowledge to the ones for which the student was prepared during the vocational education program. A person who is not employed but is seeking employment is classified as "Unemployed." A person who is not employed and is not seeking employment is classified as "Out of Labor Market."

3.3 Table 3, EMR job titles. For each graduation year, list the job titles for the positions in which the former students were employed three months after completing the program. Do not duplicate job titles. Enter the number of former students who hold the same or similar job titles under the graduating year.

- 3.4 Table 4, EMR further education. List the types of education and training programs in which former students are enrolled three months after completing the program. Do not duplicate program titles. Enter the number of former students who are enrolled in programs with the same or similar titles under the graduating year.
- 3.5 Table 5, TMR employment status. Same as Table 2.
- 3.6 Tables 6 and 7. Same as Tables 3 and 4.
- 3.7 Table 8, employer satisfaction. Enter the number of supervisors who rated each category, e.g., the number who indicated "5" for technical performance of EMR, those who rated technical competence as "4", etc. Compute the percentage of responses in each category for each function, e.g., divide the number of supervisors who rated the technical competence of former EMR students as "5" by the total number of supervisors who rated EMR students on their technical competence.
- 4.0 Present the information in the suggested tables to the advisory committee (suggested person: vocational special needs coordinator). Confirm the extent to which the program is successful and, if necessary, acquire advice on whether to modify the program.

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- Freeland, K. H. High School Work Study Program for the Retarded. Springfield, Illinois: Charles C. Thomas. 1969.
- Higgins, M., and Grigsby, P. Vocational Development of Special Needs Individuals. Salem: Oregon Department of Education. 1978. (Contains self-instructional, multimedia cluster of inservice programs designed primarily for non-special educators who work with special needs students in vocational education.)
- Informal Reading Inventory (IRI). These tests may be ordered from reading textbook publishers.
- Linn-Benton IED. Work Opportunity Survey. Department of Human Resources, Mental Health Division. 1977. (Identifies work opportunities for the TMR/DD students and the skills necessary for these jobs.)
- Minnesota Range of Manipulation Test. Guidance Service Inc., Publishers Building, Circle Pines, Minnesota 55014. (This test is designed to find good workers on manipulative tasks.)
- Non-Reading Aptitude Test Battery. Employment Division, Salem, Oregon. (This instrument consists of a battery of tests designed to test all of the major vocational aptitudes.)
- Oregon Department of Education. Occupational Task Analysis. Salem: Instruction Division. 1977. (Contains job analysis of selected occupations in Oregon.)
- Pennsylvania Bi-Manual Worksample. Educational Test Bureau Division, American Guidance Service Inc., Publishers Building, Circle Pines, Minnesota 55014. (Used for motion analysis; valuable in differentiating potential good workers on manipulative tasks.)
- Phelps, L. A., and Lutz, R. J. Career Exploration and Preparation for the Special Needs Learner. Boston: Allyn & Bacon. 1977.
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APPENDICES

APPENDIX A

STUDENT VOCATIONAL PROFILE

Student _____

Assessment/Appraisal Team _____

School _____

Date _____

Special Needs Indicators

Criterion Statements

Numerical Skills

Counting/recording

Add/subtract

Multiply/divide

Money

Measure

Time

Other numerical skills

Difficulty				Strength

Reads, counts, and/or records numerical information with _____% accuracy.

Performs addition and subtraction computations with _____% accuracy.

Performs multiplication and division computations with _____% accuracy.

Recognizes common demoninations of coins and bills and can make change with _____% accuracy.

Measures by inches, feet, yards; weighs by pounds and ounces with _____% accuracy.

Tells time by hour, half-hour, quarter-hour, five minutes and minute with _____% accuracy.

Special Needs Indicators

Criterion Statements

Communication Skills

	Difficulty				Strength
Reading					
Spelling					
Verbal communication					
Written communication					

Reads with comprehension at the _____ grade level

Spells common words with _____ % accuracy.

Uses words effectively when asking or responding to questions as determined by the teacher.

Writes a series of sentences on a given subject to the satisfaction of the teacher.

Psychomotor/Physical Skills

Physical strength

a. Can perform sedentary work (mostly sitting and required to lift a maximum of 10 pounds).

b. Can perform light work (considerable standing or walk or work movements while sitting and required to lift up to 20 pounds).

c. Can perform medium work (many work movements while sitting and required to lift up to 50 pounds).

d. Can perform heavy work (required to lift up to 100 pounds and/or carry up to 80 pounds).

e. Can perform very heavy work (required to lift over 100 pounds).

Hand-eye coordination

Coordinates movement of eyes and hands and fingers rapidly and accurately.

Manual dexterity

Moves and coordinates hands with skill and ease in placing and turning motions; uses common hand tools.

Finger dexterity

Manipulates small objects with fingers rapidly and accurately.

Special Need Indicators

Criterion Statements

Psychomotor/Physical Skills continued

Mobility

Other skills

Difficulty				Strength

Walks or moves to appropriate locations with little or no problem.

Social Skills

Cooperativeness

Punctuality

Self-initiation

Responsibility

Attentiveness

Seeks help

Distractibility

Loyalty

Absence of supervision

Cooperates with peers and others for the accomplishment of a group task (rated as determined by teacher).

Is on time regularly for activities and events; accepts responsibility for tardiness (rated as determined by teacher).

Initiates work on task promptly and without being directed (rated as determined by teacher).

Assumes and carries out tasks in a responsible manner (rated as determined by teacher).

Listens to directions; follows instructions; attends to task as required (rated as determined by teacher).

Requests assistance from others and/or peers when encountering difficulty (rated as determined by teacher).

Stays on task when others are nearby or after experiencing non-work related problems (rated as determined by teacher).

Never or rarely complains about peers, teachers, others, or tasks (rated as determined by teacher).

Works at a consistent rate when unsupervised; works well without direct, continuous supervision (rated as determined by teacher).

Occupational Interests

	Difficulty				Strength
Agriculture					
Automotive					
Construction					
Graphics					
Food/clothing/child care					
Health					
Office					
Other					

APPENDIX B

NOTICE OF INTENT TO CONDUCT AN EVALUATION

Pupil's Name _____ Date _____

Dear Parent:

The Corvallis School District offers services to pupils who have special needs. A request for an evaluation of your child regarding possible need for special services has been made by:

Name _____	Position _____
------------	----------------

Before your child can be evaluated for special services, Oregon law requires written parental permission. A permission form for this purpose is on the reverse side of this page.

With your written permission we will provide an evaluation of your child in the areas checked below:

- ☐ Intelligence _____
- ☐ Academic Status _____
- ☐ Behavior and/or Personality _____
- ☐ Speech and/or Language _____
- ☐ Hearing _____
- ☐ Physical _____
- ☐ Other (specify) _____

The results from this evaluation will be used to assist the school staff in making instructional decisions of benefit to the pupil. You will be informed of the results of this evaluation and any special service, if needed, that is recommended.

As a parent, you have the right to review all records and procedures pertaining to the evaluation. You also have the right to refuse permission for this evaluation.

You are requested to complete the Parental Permission Form and return it to me as soon as possible so I can take appropriate action. Should you have any questions, please do not hesitate to call me.

Name _____	Position _____	Phone _____
------------	----------------	-------------

PARENTAL PERMISSION FORM

Pupil's Name _____

Please check appropriate box:

☐ Permission is given to conduct the evaluation as described.☐ Permission is denied._____
Signature of Parent or Guardian_____
Date

Please return to:

APPENDIX C
NUMERICAL SKILLS WORKSHEETS

Name _____ Date _____

ADD

85	283	12	\$3.45	
+ 1	+ 514	34	1.00	21,468
<u> </u>	<u> </u>	42	+ 4.53	<u> </u>
		<u>+ 11</u>		<u>+ 58,530</u>

\$15.00	\$25.50		\$.27	
3.50	16.29	\$19.47	.38	\$105.50
10.00	32.98	.03	.92	37.24
+ 4.15	+ 54.67	+ 7.81	.56	560.93
<u> </u>	<u> </u>	<u> </u>	.48	1.36
			+ .24	<u>+ 346.57</u>

_____ % Correct

SUBTRACT

88	117	964	\$29.50	\$3,459
- 1	- 12	- 523	- 13.40	- 205
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

12.45	180	1.05	1.00	9,565
- 9.38	- 171	- .50	- .65	- 755
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

_____ % Correct

MULTIPLY

$$\begin{array}{r} 30 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1.32 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3.56 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5.00 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 615 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \times 35 \\ \hline \end{array}$$

_____ % Correct

DIVIDE

$$4 \overline{)4}$$

$$5 \overline{)25}$$

$$8 \overline{)32}$$

$$6 \overline{)126}$$

$$9 \overline{)459}$$

$$8 \overline{)179}$$

$$5 \overline{)365}$$

$$7 \overline{)225}$$

$$2 \overline{)1807}$$

$$20 \overline{)450}$$

_____ % Correct

MEASURE

Draw a line for the following measurements:

6 inches •

$5\frac{1}{2}$ inches •

$\frac{1}{4}$ inches •

2 inches •

$3\frac{3}{4}$ inches •

Find the measurements for lines A, B, C, D and E:

A _____ = _____ inches

B _____ = _____ inches

C _____ = _____ inches

D _____ = _____ inches

E _____ = _____ inches

_____ % Correct

MONEY

Identify the following coins and bills: (to be administered orally)

Penny _____ Nickel _____ Dime _____ Quarter _____ Half-dollar _____

Dollar _____ Five dollars _____

Show two combinations for each of the following amounts:

5¢ _____ 10¢ _____ 15¢ _____ 20¢ _____ 25¢ _____ 30¢ _____

50¢ _____ \$1.00 _____

Change making:

1. I make a purchase of \$4.00 and give you \$5.00. Give me the correct change.

1st Attempt _____ 2nd Attempt _____

2. I make a purchase of 20¢ and give you 25¢. Give me the correct change.

1st Attempt _____ 2nd Attempt _____

3. I make a purchase of \$3.50 and give you \$5.00. Give me the correct change.
1st Attempt _____ 2nd Attempt _____
4. I make a purchase of 76¢ and give you \$1.00. Give me the correct change.
1st Attempt _____ 2nd Attempt _____
5. I make a purchase of 14¢ and give you 50¢. Give me the correct change.
1st Attempt _____ 2nd Attempt _____

_____ % Correct

TIME

Tell time by hour _____ Half-hour _____ Quarter-hour _____
5 minutes _____ One minute _____

APPENDIX D

COMMUNICATIONS SKILLS WORKSHEET

Reading: Assess reading levels by administering an Informal Reading Inventory (IRI).

Independent Level _____

Instructional Level _____

Frustration Level _____

Spelling: Assess spelling ability for common words. A suggested spelling list is given below.

- | | | | |
|-------------|-----------|---------------|-------------|
| 1. employer | 6. late | 11. food | 16. police |
| 2. work | 7. wage | 12. cost | 17. car |
| 3. help | 8. time | 13. thank you | 18. student |
| 4. teacher | 9. street | 14. list | 19. Oregon |
| 5. store | 10. tools | 15. school | 20. rent |

_____ % Correct

Written Communication: Write a series of sentences on a subject of interest to the student.

- 1.
- 2.
- 3.
- 4.
- 5.

Following Verbal Commands: Suggested commands are given below. If the student is unsuccessful in following the command(s) on the first attempt then the command(s) should be repeated before the next attempt. Indicate with an X which attempt was executed correctly.

One Command

1. Tell me your full name.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Two Commands

1. Put any five books on your desk.
2. Bring to me the book with the most pages.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Three Commands

1. Turn to page 32 in a dictionary.
2. Find a word with five or more letters.
3. Write the word backwards on this sheet of paper.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Four Commands

1. Turn to page 3 in the telephone directory.
2. On a piece of paper write the phone number to call for the time.
3. Dial this number for the time.
4. Write the time on the chalkboard.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Five Commands

1. Borrow a book on animals at the library.
2. Bring the book back to the room.
3. Write on a sheet of paper the title and author of the book.
4. Hand in the paper to me.
5. Return the book to the library.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

Six Commands

1. Get a dictionary.
2. Turn to page 100.
3. Pick out three words from that page.
4. Write the three words on a sheet of paper.
5. Circle each of the words.
6. Fold the paper in half.

1st Attempt _____ 2nd Attempt _____ 3rd Attempt _____

APPENDIX E

INTERVIEW SCHEDULE
(Parents and Students)

Date _____

Name _____ Address _____

Soc. Sec. No. _____ Zip Code _____ Phone _____

Parents _____ Occupation _____

Teacher _____ Voc. Counselor _____

School _____ Grade _____

Medical or Seizures _____

Work Permit _____ Resume _____

Work Experience:

In School _____

Community Placement _____

Paying Jobs Held _____

INTEREST INVENTORY AND BACKGROUND INFORMATION

1. What do you like to do in your spare time? _____
What do you usually do right after school? _____
In the evening? _____
On Saturdays? _____
On Sundays? _____
With whom do you like to play? _____
2. How many brothers and sisters do you have? _____
How old are they? _____
Do you play with them? _____
3. What kind of work does your father do? _____
Where? _____
Does your mother have a job? _____
If your mother works, who takes care of you when you come home from school? _____
Who gets your breakfast? _____
Are there any jobs you are supposed to do regularly at home? _____

4. To which clubs do you belong? _____
What do you do at your club? _____
How long have you been a member? _____
Are you an officer? _____
5. Do you go to Sunday school or church? _____

6. Do you take any special lessons? _____
How long? _____
What are your hobbies? _____
7. What tools or playthings do you have? _____
Which do you like best? _____
Do you let other children use your toys? _____
Why not? _____
Is there any tool or toy you want badly? _____
8. Do you have an allowance? _____
Have you ever earned any money? _____
How? _____
What do you do with your money? _____
9. How often do you go to the movies? _____
With whom do you usually go? _____
Which of these kinds of pictures do you like best? Comedy, Sad,
Western, Love, Mystery, Ganster, and other? _____
10. Do you have a television set? _____
What are your favorite programs? _____
How much time do you spend watching television? _____
11. Have you ever been to a farm, circus, zoo, art museum, amusement
park, concert, picnic, ball game, another city? _____
Have you ever taken a trip by boat, train, bus, auto, plane? _____
Where did you go? _____
Where did you go last summer? _____

12. Do you have a pet? _____

What? _____

13. Which schools have you attended? _____

Where? _____

What subjects do you like best? _____

14. Do you enjoy reading? _____

Do you like to have someone read to you? _____

Do you have a library card? _____

Have you read a book lately? _____

Do your parents encourage you to read at home? _____

How many books of your own do you have? _____

Do you get magazines at your house? _____

What is your favorite magazine? _____

15. What do you want to be when you grow up? _____

What would your parents like you to do when you grow up? _____

APPENDIX F

TRAINING PLAN

Student: _____

Job: _____

Job: _____	Task	Performs with Supervision	Performs without Supervision	Person(s) Responsible	Related Skill	Person(s) Responsible

APPENDIX F
TRAINING PLAN

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Student: _____

Job: Bottle Sorter (Albertsons)

Task	Performs with Supervision	Performs without Supervision	Person(s) Responsible	Related Skill	Person(s) Responsible
<u>Bottle Sorter</u>					
1. Takes shopping cart containing beverage containers from check stand area to storage room.					
2. Sorts soft drink containers according to: a) companies b) sizes					
3. Sorts beer containers according to: a) companies b) sizes					
4. Stacks filled shells and cases correctly and neatly					
5. Cleans up broken glass					
6. Sweeps bottle sorting areas					
7. Practices safety procedures					
<u>Human Relations</u>					
1. Works cooperatively with co-workers					
2. Communicates logically with others					
3. Maintains good personal and public relations					

APPENDIX G

COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

 TO BE FILLED OUT OR SIGNED BY THE STUDENT, EMPLOYER, PARENT, AND COORDINATOR

Student	Social Security Number	Grade	Work Permit
Home Address	City	County	Zip Telephone
Full-time Student _____ Part-time Student _____ Average hours of work (weekly) _____			
SAIF will be paid by employer _____ 509-J _____ Employer _____			
Describe the type of field experiences you will be doing _____			
Skills to be learned on the job _____			

If this is a paid experience, your hourly wage will be \$ _____. Non-paid _____
 Do you have any health or physical problems an employer should be aware of? _____

I realize that _____ credits from the contact class _____ will be given for satisfactory completion of work experience during _____ term. In accordance with school policy, I realize that I am to keep my coordinator informed of my work activities and consult him prior to changing my employment status. My parents or guardians agree and approve of this training station and that they will be responsible for the safety and conduct of the learner while travelling to and from school, the training station, and home.

Student Signature	Parent/Guardian Signature	Date
-------------------	---------------------------	------

This student will receive credit for satisfactory completion of his cooperative work experience. I agree to work with this student for the time and rate of pay specified above in accordance with company rules and regulations. To provide the trainee with a variety of tasks in order to increase the educational value of the work experience and contribute to the attainment of his career objective. To adhere to all Federal and State regulations regarding employment. If any difficulty should arise, I will contact the coordinator to try to resolve the issue.

Employer/Supervisor Signature	Date
-------------------------------	------

The coordinator will make periodic visits to observe the trainee on the job, consult with the employer, and assist in evaluation of job performance. To work with the employer to enhance the classroom activities for the student learner. To help in career guidance with each student. To help coordinate all of the above tasks. Corvallis School District is an Equal Educational Opportunity Institution. Students are placed without regard to race, sex, color, or national origin.

Coordinator Signature	Date
-----------------------	------

Routing: White copy to CWE Office, yellow for student, pink for employer, gold for coordinator. Must have all signatures.

APPENDIX H

EMPLOYER EVALUATION

Trainee _____

Evaluator _____

Job _____

Date _____

To assure successful training and placement it is essential to receive data on the following job-related behaviors: Job Performance, Job-related Social Skills, Work Characteristics, and Personal Appearance and Grooming. To assess these behaviors the following performance scale has been devised.

- (5) Outstanding - far exceeds expectations for employability
- (4) Good - meets expectations for employability
- (3) Fair - meets most expectations for employability
- (2) Poor - less than adequately meets expectations for employability
- (1) Unsatisfactory - does not meet expectations for employability

Job Performance

- | | |
|---|-----------|
| 1. Completes all assigned tasks | 1 2 3 4 5 |
| 2. Completes tasks within allotted time | 1 2 3 4 5 |
| 3. Completes tasks with equal degree of quality | 1 2 3 4 5 |
| 4. Quality of work | 1 2 3 4 5 |

Job-Related Social Skills

- | | |
|--|-----------|
| 1. With co-workers (cooperates and works well with co-workers while performing job) | 1 2 3 4 5 |
| 2. With supervisor (listens to instruction, reacts positively to criticism, interacts well socially) | 1 2 3 4 5 |
| 3. With customers (interacts well, answers questions) | 1 2 3 4 5 |

Work Characteristics

- | | |
|---|-----------|
| 1. Dependability (attendance, punctuality) | 1 2 3 4 5 |
| 2. Work tolerance (can work under pressure or with distraction) | 1 2 3 4 5 |
| 3. Attitude (cooperation, enthusiasm, motivation) | 1 2 3 4 5 |
| 4. Independence (works without direct supervision) | 1 2 3 4 5 |
| 5. Controls frustration and anger | 1 2 3 4 5 |
| 6. Notifies employer in advance of planned absence or when ill | 1 2 3 4 5 |
| 7. Shows initiative (seeks more work when finished with task) | 1 2 3 4 5 |

Personal Appearance and Grooming

- | | |
|---|-----------|
| 1. Grooming (hair, clothes, odor) | 1 2 3 4 5 |
| 2. Behavior (does not exhibit socially inappropriate behaviors - rocking, drooling, nose-picking, etc.) | 1 2 3 4 5 |

Comments:

APPENDIX 1

JOB ANALYSIS

TITLE: Janitor's Helper

TASK OBJECTIVE: To vacuum the student lounge and the lobby of all five floors

PREREQUISITE SKILLS: Vacuuming techniques and sweeping techniques

MATERIALS: Vacuum, broom, and dust pan

GENERAL DIRECTIONS:

Use following for each item in the sequence

PA - with physical assistance

VVC - with verbal and visual cues

VC - with verbal cues

I - independently

SEQUENCE:

1. Student finds _____ to ask her to open the desk on the main floor if it is closed. _____ works on the second and third floors and part of the fourth floor.
2. Student obtains vacuum cleaner, broom and dust pan from desk on main floor.
3. Student takes materials up to the fifth floor in the elevator
4. Student goes to the student lounge.
5. Student picks up litter in lounge.
6. Students sweeps all around the edges of the floor where the vacuum cannot reach.
7. Student vacuums lounge being sure to vacuum under furniture and moving it when necessary.
8. Student replaces any moved furniture to its proper place.

9. Student takes materials out side lounge door to lobby.
10. Student picks up litter in front of and around the elevator.
11. Student sweeps all around the edges of the floor where the vacuum cannot reach.
12. Student vacuums lobby area.
13. Student takes the materials on the elevator and goes to the fourth floor.
14. Student repeats steps 4-12.
15. Student takes the materials on the elevator and goes to the third floor.
16. Student repeats steps 4-12.
17. Student takes the materials on the elevator and goes to the second floor.
18. Student repeats steps 4-12.
19. Student takes the materials on the elevator and goes to the main floor.
20. Student returns vacuum, broom and dust pan to the desk.

APPENDIX J

STUDENT DATA FORM

Student DavidObjective and/or task(s) Block Sorting

Code:

PA-With physical assist.

VVC-With verbal and
visual cue

VC-With verbal cue

I-Independent

Date	Step/Sequence	Prompts	Time	Code	Comments
12/21		0	5 cards	VVC	5 size errors 2 brand errors
12/22		0	4 cards	VVC	4 size errors 2 brand errors
1/3		0	9 cards	VC	3 size errors 0 brand errors The direction seemed to help more than in the
1/4		0	6	VC	3 size errors 2 brand errors Will soon be ready to give time per card
1/5		0	5	VC	6 size errors 1 brand error
1/6		0	5 cards	VC	4 size errors 3 brand errors
1/9		0	9 cards	VC	10 size errors 2 brand errors He knows he errored about 1/2 the time.
1/10		0	9 cards	VC	7 size errors 1 brand error
1/11		0	6 cards	I	2 size errors 1 brand error
1/12		0	5 cards	I	2 size errors 0 brand errors
1/13		0	5 cards	I	3 size errors 1 brand error 12 minutes per card - I really pushed for speed today.

APPENDIX K
FOLLOW-UP OF FORMER STUDENTS

Student's Name _____

Address _____

Phone Number _____

Supervisor's Name _____

Address _____

Phone Number _____

1. Date student completed program _____
2. Time period after program completion: 3 months _____ 12 months _____
3. Program level: EMR _____ TMR _____
4. Occupational cluster or occupation for which student prepared in school:

5. Employment status:

- _____ Employed full time; job title _____
- _____ Employed part time; number of hours per week _____
- _____ Pursuing further education full time; area of study _____
- _____ Pursuing further education part time; area of study _____
- _____ Unemployed
- _____ Out of labor market

6. Work satisfaction as perceived by former student:

- _____ Satisfied with job and plans to remain with employer
- _____ Enjoys the work but wants to change employers
- _____ Wants to change jobs

7. If the former student is employed, how does the supervisor rate the extent to which the program completer has the necessary skills to accomplish the job

7.1 Technical skills and knowledge

- _____ Has all needed skills
- _____ Has most skills
- _____ Has many skills
- _____ Has few skills
- _____ Has no skills

7.2 What are areas of deficiency in technical skills _____

7.3 Social skills

_____ Has all needed skills

_____ Has most skills

_____ Has many skills

_____ Has few skills

_____ Has no skills

7.4 What are areas of deficiency in social skills _____

8. If not employed or pursuing further education, why is the student not
employed _____

9. Other information or comments _____

APPENDIX L

SUGGESTED INFORMATION DISPLAYS
FOR PROGRAM EVALUATION

1. Program Enrollment and Job Placements of EMR Students Who Started Vocational Education Each Year.

Status	Number Per Year				
	19__	19__	19__	19__	19__
Entered program					
Terminated participation due to transfer, illness or death					
Completed program					
Employed or pursuing further education 3 months after program completion					
Employed or pursuing further education one year after program completion					

2. Number of EMR Program Completers in Each Employment Status by Year.

Status	Number Graduating Per Year					
	19__		19__		19__	
	3 mo	1 yr	3 mo	1 yr	3 mo	1 yr
Employed in related occupation						
Employed in unrelated occupation						
Further education in related area						
Further education in unrelated area						
Unemployed						
Out-of-labor market						
Total						

Number in survey =

% responding =

3. Number of EMR Program Completers Who are Employed Three Months After Completing Program by Job Title by Year.

Job Title	Number Per Graduating Year		
	19__	19__	19__

Related Occupations

Unrelated Occupations

Total

4. Number of EMR Program Completers Who are Pursuing Further Education
by Major or Program by Year.

	<u>Number Per Graduating Year</u>		
<u>Major</u>	<u>19__</u>	<u>19__</u>	<u>19__</u>

Related Area

Unrelated Area

Total

5. Number of TMR Program Completers in Each Employment Status by Year.

Employment Status	Number Per Year				
	19__	19__	19__	19__	19__
Employed in related occupations					
Employed in unrelated occupations					
Pursuing education in related area					
Pursuing education in unrelated area					
Unemployed					
Out-of-labor market					
Total					

Number in Survey =

% Responding =

% Usable =

6. Number of TMR Program Completers Who are Employed Three Months After
Completing Program by Job Title by Year.

Job Title	Number Per Graduating Year		
	19__	19__	19__

Related Occupations

Unrelated Occupations

Total

7. Number of TMR Program Completers Who are Pursuing Further Education
by Major or Program by Year.

	<u>Number Per Graduating Year</u>		
<u>Major</u>	<u>19__</u>	<u>19__</u>	<u>19__</u>

Related Area

Unrelated Area

Total

8. Number and Percentage Distribution of Responses by Supervisors on the Adequacy of Performance by Program Completers Employed in Related Occupations During 19__ to 19__.

	Response Distribution*											
	5		4		3		2		1		0	
Program Completers	N	%	N	%	N	%	N	%	N	%	N	%

EMR

Technical Skills

Social Skills

TMR

Technical Skills

Social Skills

Total Number of Respondents: 19__ = __; 19__ = __; 19__ = __;
19__ = __; 19__ = __.

*5, has all of needed skills; 4, has most of skills; 3, has many of skills;
2, has few of skills; 1, has none of skills; 0, not observed.